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ABSTRACT

Bringing together parents, teachers, and researchers, this conference was intended to provide a climate in which participants could examine their own needs and develop their own action plans for the development and implementation of parent and community participation in schools. The goals of the conference were to provide descriptions of proven parent/community participation models, consider the decisions teachers must make and the institutional arrangements needed when implementing such models, and delineate the significant research questions concerning further refinement of existing models. Participants whose presentations are included in this volume looked at the characteristics of current models of parent/community involvement in teaching and learning, the settings in which models have been implemented, constraints to be considered by users, future of the models, and the interface of the school-oriented dimensions of the model with other community efforts. Overviews are offered of the Home Education Learning Program (HELP), Home School Institute (HSI), Parent Education Follow Through Program, Parents Are Teachers Too Program, Parent Education Program, and the Preparing Educators for Parent/Community Involvement Workshops. (Author/JM)

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Planning and Implementing Parent/Community Involvement into the Instructional Delivery System

Proceedings from a Parent/Community Involvement Conference

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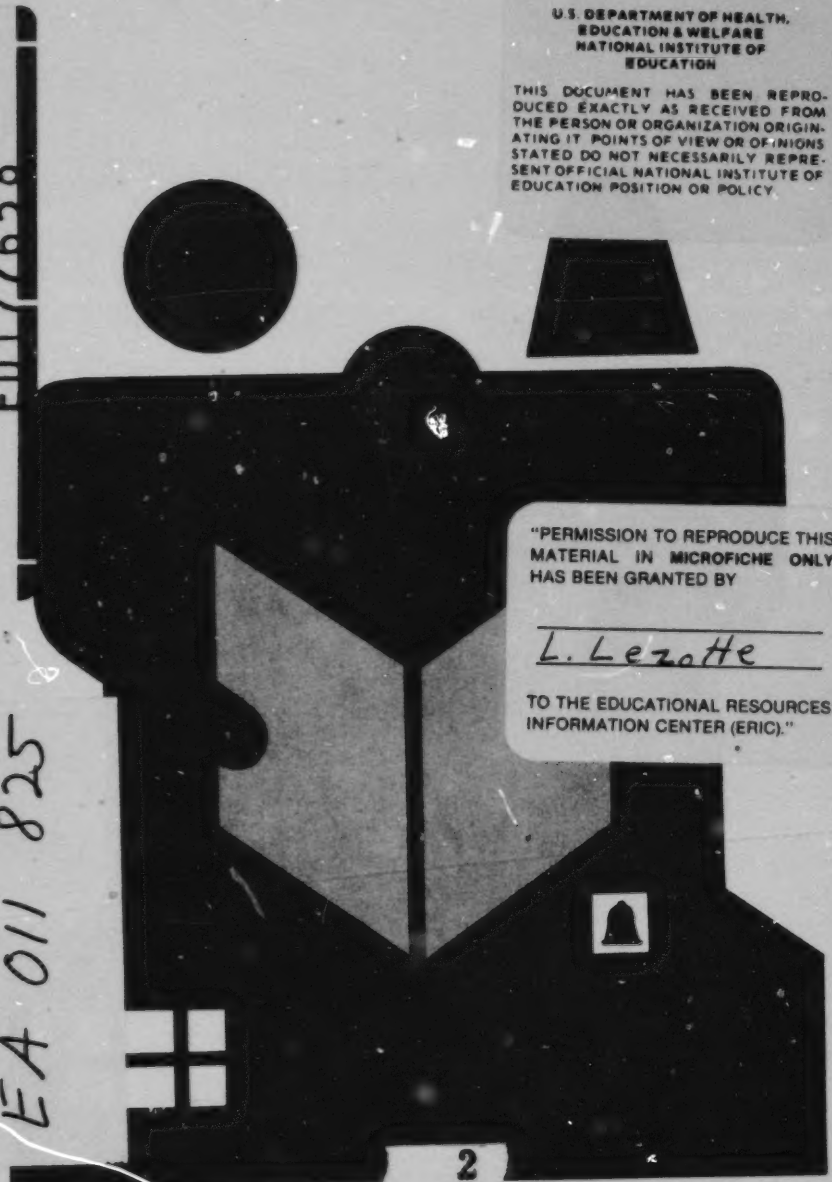

Planning and Implementing Parent/Community Involvement into the Instructional Delivery System

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Preface

The philosophy of keeping learning in the home separate from learning in the school is no longer considered appropriate to the American educational system. The Midwest Teacher Corps conference "Planning and Implementing Parent/Community Involvement into the Instructional Delivery System" brought together six of the parent/community models which are recognized as excellent examples of home/school cooperation.

One factor common to these models is the realization that the home and school environments each hold a unique position in the development of the child. Unfortunately, in recent years, the home and the school have become increasingly disassociated—resulting in a deterioration of the socialization processes associated with childhood. In an attempt to reverse these trends, a number of programs have been designed to help both teachers and parents to work more effectively with the child.

The exciting possibilities for further work in this area, as documented by the following proceedings, are shown by the tremendous progress which has been made in recent years. Educational research and development has progressed rapidly, and the data from tested programs, from the preschool through the secondary level, is now available to assist school communities and educators working to link school education with the learning which takes place in the home.

The Midwest Teacher Corp Network, the Michigan State University Institute for Research in Teaching, and the Institute for Family and Child Study are committed to the furthering of efforts to expand the sensitivity of the school to the unique potentials of the parent/community in education, while aiding those parent/community groups most meaningfully involved in and committed to direct involvement in the education process.

Charles Barletta, Lansing/MSU Teacher Corps Project
Robert Boger, Institute for Family and Child Study
Lawrence Lezotte, Institute for Research on Teaching

Introduction

The format of the conference, "Planning and Implementing Parent/Community Involvement into the Instructional Delivery System," was unusual in that it brought together three groups, parents, teachers and researchers, which seldom have an opportunity to work together in a conference setting. The opportunity to discuss a topic of mutual interest from several viewpoints was valuable, providing each group with insights which might, in a more homogeneous setting, have been overlooked.

During the course of the conference, the presenters addressed the following issues:

The characteristic of the model as currently developed (evolution of the model, and relevant analytical or empirical work that has had a significant influence on the model)

The contextual school settings in which the models have been implemented, and what implementation strategies have had positive and negative impacts (if used at the preschool level, what can be done to implement the model at an elementary level)

The constraints to be considered by potential users of the models (subject matter covered, target groups, organizational settings)

The future of the model as it might be influenced by recent educational trends, research, and organizational changes in the schools

The actual or potential interface of the school-oriented dimensions of the model with other community efforts toward the support of parenting functions and the liason of the home with supporting social institutions

By addressing these issues, the conference participants, and the modelers accomplished the following conference goals:

a) Provide description of proven parent/community participation models.

b) Consider the decisions teachers must make relative to the implementation of a parent/community participation model.

c) Consider the institutional arrangements which are needed to insure successful implementation, and

d) Delineate the significant research questions which need attention relative to the further refinement of existing models.

It was the conference planning team's intent to provide the conference participants a climate in which to examine their own needs and to develop their

own action plan for the development and implementation of parent/community participation. The Midwest Teacher Corps Network provided the financial support of the conference and this publication. The Lansing School District/Michigan State University Teacher Corps Project, Michigan State University Institute for Research on Teaching, and Michigan State University Institute for Family and Child Study staff participated in the planning, decision-making, and conducting of the conference and the writing of the conference proceedings. The participating members of these collaborating institutions are: Mary Andrews, Institute for Family and Child Study, MSU; Charles Barletta, Teacher Corps, MSU; Robert Boger, Institute for Family and Child Study, MSU; John Brown, Midwest Teacher Corps Network; William Cole, Teacher Corps, MSU; Cheryl Hall, Institute for Family and Child Study, MSU; Larry Lezotte, Institute for Research on Teaching, MSU; Carolyn Lewman, Institute for Research on Teaching, MSU; Minnee Wheeler, Teacher Corps, Lansing School District; and Sylvia Whitmer, Institute for Research on Teaching, MSU.

The conference planning team would like to thank the Board of Directors, Midwest Teacher Corps Network for their support of the conference; and finally, to thank the model presentors whose ideas, experiences, and models prove that parent/community involvement in education is possible and beneficial to children, families, schools, and communities.

Rebuilding Home-School Relations

by Dr. Ira Gordon
K an Professor and Dean, School of Education
University of North Carolina

There was a time in American education when the home and school were natural partners. But the time has long since past when the values taught at home corresponded with those expected at school; when the teacher lived in the community and was known by everybody; when the teacher shopped in stores owned by the parents of the children in the classroom and so forth. Today, especially in urban areas, teachers do not live in the same neighborhood as the children and the children do not necessarily live anywhere near the school they attend. The fabric of what used to resemble the pioneer arrangement has been lost. Why then are we concentrating primarily on that linkage between the home and school? Why do we need to rebuild our educational system?

There is considerable evidence throughout the western world that about half the variance in achievement differences among children in the same classrooms at the sixth, ninth, and twelfth grade levels are due to what the child brings with him from the home and the community in which (s)he is growing up. These differences have little to do with teacher competence or class size. Yet legislators insist on looking for accountability only from the schools.

It's important that educators begin to influence and work with these influences which account for that half. Years ago somebody once said, "the child is not born anew each morning on the doorsteps of the school." We are now increasingly aware that our influence in the school is considerably less than what we used to think it was. Recently, we've been looking at what goes on at home. How can the family situation determine whether or not a child might do well in school? Based on a variety of literature we have located several factors that seem to make the difference.

Home Factors Influencing Child Performance

Families with good income can usually do more for their children than can families just scraping by. Family occupation and parent education are also important factors. But these are not things that we can necessarily do something about in an educational research project.

However, there is a recent theory that the more members there are in a family the more the total intelligence of that family is divided, with the last child receiving the least. Interestingly, family size seems to make some difference and favors the somewhat smaller family.

But what's really important is how well the family stays together and works together.

The typical family is not Dick and Jane with two parents, two kids, two cars and a dog and cat. This never was the American family. A family today includes those who live under the same roof and call themselves a family or even people who don't live under the same roof but see themselves as a fami-

ly in some extended network of grandparents and aunts and uncles or cousins. It's whatever that group is and whatever their particular culture defines as a family. The critical element is family structure and stability.

Of course, differences in how kids achieve depend on a varity of cultural influences such as race, original language, religion, etc. But these are only surface characteristics. We must determine what happens inside the home that makes the difference. Does the family expect the child to do well?

Here is the story of my own sub-culture and what happened to me in school. I grew up competing with a kid. I would come home from school and proudly say I got 97 and classic response was, what did Bernie get? Unfortunately, he always did better. Or I'd come home and say I got A and the classic answer was, how may other kids got A? I couldn't win. My mother never heard of positive reinforcement. It was always a matter of, "You better do more, you ought to do more. It is expected that you will do more." And to some degree I guess I am still trying to catch up with Bernie. But that type of press for achievement may be vital for some youngster's success in school.

A language model which emphasizes a thinking pattern rather than an ordering or forbiding commanding tone is also imperative. The child should learn (s)he can think with language and use it to learn. It should become a tool not simply a dialect.

The family must also provide academic guidance. The family should give the child cues about how to do well in school. For example, college-educated parents can tip-off their children as they begin college. Their memories may not resemble the modern American University, but they can provide some idea of what it will be like. Parents who have gone to high school can prepare children entering high school in the same way. The more education parents have the more likely their kids are to do well in school.

One of the most important aspects for achievement is the degree to which the family takes advantage of the neighborhood and the community—using the public library, going to the zoo or a big sale at the mall—to expose the child to a variety of images, sounds and smells. By using the community wisely parents can help educate and inform the child.

Home intellectuality provides a means of measuring educational success as well. It is believed that there is a ratio between the number of books in a home and the reading achievement of children. Unfortunately, having books doesn't mean the books are read. What's important is whether or not reading goes on in the home and the child sees it. Parents or older family members should talk about what they read in books, magazines, comics, or newspapers. The child needs to be read to, and to see that both enjoyment and information can be gained from the printed word. This is a valuable learning model.

Dominance patterns are another aspect of family interaction which can discourage or promote educational development. How parents relate to each other and the games they play influence the child's motivation or sense of self and independence. A child should know (s)he can count on his or her parents but at the same time be allowed to develop and grow and challenge and try out new things.

Parents should also demonstrate good work habits, provide stimulation in the home and encourage educational activities.

Occasional judicious use of praise is desirable, too. I visited many homes and classes where praise was never given, or given in ways that didn't relate to what was going on. Realizing when to let a child know (s)he is doing well and what behavior to reinforce will usually increase child achievement.

We need to explore the aspirations set for a child. How far do we want him/her to go on? In terms of perception of self do we behave toward a youngster in such a way that the child *feels* capable of doing? There is a difference between being capable and **feeling** capable. And, how do we communicate to a youngster within a family that we value that child? How do we give a child a sense of dignity and self-respect that (s)he is a good person in his or her own right? These words have been spoken for a long time, but evidence shows that children who come to school feeling good about themselves begin to take advantage of school in ways that youngsters lacking self-respect are unable to do.

We're engaged in a struggle in American society today over a definition of parental roles, and over women's and men's roles. In what way do the parents in a two-parent family increase each other's sense of self? Does the husband continually put-down child rearing saying its easy and anybody can do it. Does he often say, "My wife is just a housewife," if the wife happens to stay at home? Is the wife able to feel, if she has chosen to be at home rather than in the work force, that this is a fulfilling role? Does she receive support in doing it? If she is in the work force, how well does she cope with the variety of demands on her perception of self to be a contributor, a mother, a wife to play a host of roles, all of which demand not only time but considerable energy. Does her partner support the role playing? Further, does the wife enable the husband to see the values, benefits and joy of playing a fathering role rather than just that of breadwinner?

We are faced now with working out these roles as we go through a variety of liberation movements. Many of us haven't been able to figure these roles out. Where do we get our sense of achievement and self-respect? If we lack these important feelings how can we relate them to our children?

In terms of control, do we feel life is just change? It's fate and circumstance; no matter what we do, it doesn't make any difference. We'll just drift along with the tide. Do we feel like we're on the assembly line at Ford where everything comes down at us and goes past and what we do really doesn't matter? Or maybe we even feel like an object on that assembly line where people do things on us, to us, for us and at us and we can't do anything for ourselves.

All of these intellectual and emotional factors are part of what goes on inside the family which makes the difference in what the family contributes to the child's development and achievement.

Social Indicator

One of the real reasons we have to build and rebuild this home-school partnership is because the stability of the American family is under tremendous attack from a variety of forces today. First, the number of divorces and annulments, and the estimated number of children involved is increasing sharply. And while this is sometimes a satisfactory arrangement for the couple, it has a variety of social impacts on the family and children involved. These impacts find their way into school.

There was a satirical column in a Detroit newspaper recently about a husband and wife celebrating their 25 anniversary. The article insinuated what

an odd family this was and told how their children were ashamed to go to school because they has the only parents still married after 25 years. The other kids were teasing them about this. But if stability is important, divorce can influence the stability of that family and what happens to those children. Divorce may simply make an economic impact by forcing people into employment. This changes the situation of home care and impacts on the child.

The alarming divorce rate has created a number of single head households. This has implications for how involved a parent can be with children at the end of the work day. Parent involvement will necessarily depend on the hours in a day, how much energy one has, and how much income is available to give a child the "ideal" environment that parents would like to provide their children.

The labor force represents another part of the picture. Nearly 40% of married women with children, who do have a husband present, are in the labor force. The number is increasing for women with children 6 to 17 years old, but the sharpest rise is for women with children under 6 years. And, if we study the statistics carefully, most of this rise in the labor force comes from women with children under three. (Snapper, et al., 1975) Again we find the Dick and Jane family image doesn't hold up at all in reality.

Another interesting statistic also defies American mythology. We think of ourselves as having a tremendous health delivery system, but we all know it's an expensive one. We are the richest country in the world, have all kinds of capabilities and nobody else can compare to us. But when we examine the infant mortality rate it's clear that many other countries with considerably less resources than the United States and with a variety of economic systems that differ from ours are doing far better at decreasing infant mortality.

Furthermore, there is a relationship between infant mortality and teenage pregnancy. In the United States the teenage pregnancy rate is beginning to assume epidemic proportions. There is a relationship between the social forces at play and their impact on child health.

Another evidence that the American family is facing considerable stress is the inability of many parents to provide for or even sustain the life of their children. With our abundance of food, it is always a shock to understand the degree of nutritional deficiency and illiteracy that exists in this country. Virtually all of our children, rich or poor, have tremendous iron deficiencies. Statistics show that vitamin A and vitamin C levels are not much better. Children may be eating things with essential vitamins but they are also eating a lot of fast-food items. We are no longer sure that youngsters or the family understand the importance of adequate diet.

For a varity of reasons then, many families are unable to deal effectively with those process and structure variables, including attitudes which relate to child development and achievement.

The School's Contribution

But the school has it's share of problems, too. There's a tremendous degree of alienation by the American public toward it's schools. Many schools in Ohio are ready to close because there is no operating money. Bond issues fail over and over again. Pick up any newspaper and look at the editorials to understand the attitudes of people toward what's happening to school. Some of the bad press schools receive is probably deserved, but a good deal of it perhaps is not.

The most prevalent problems facing classroom teachers today, however, are: (1) an inability to deal effectively with individual differences; (2) classes that may have 35 or more children in them; and (3) Public Law 94-142, the mainstreaming law which requires development of individual educational programs for specific youngsters.

It is impossible to organize the entire school system well enough to respond intelligently to mainstreaming because it requires a host of logistic supports that are not available in many places. Again, the program will fail somewhat because it can't be properly implemented with the appropriate monies. So somebody is bound to say, "Aha, the schools have failed us again." If congressmen and state legislators want such programs to succeed they need to fund them adequately. Educators can't be expected to provide new activities for all children on the same budgets they've had in the past.

There is a strong movement now toward teaching basic skills. The mass media tell us that many children pass through the system without learning much from it. The issues of classroom discipline and management that trouble parents also trouble teachers who do know how to deal with these processes. We are faced with a bureaucratic and legal system in which it is almost impossible to do what should be done. The problems of family life and school system functioning have a direct effect on the quality of education. This effect is exhibited in a variety of ways in legislation, such as PL94-142, Title I Competency Testing Community School Acts.

Responses to a Gallup Poll questionnaire appearing in Phi Delta Kappa indicated the majority of American parents wanted lessons from the school on how to cope with their children. In that same questionnaire, respondents gave the school poor marks for discipline and reading. In effect, they are saying to the school, "Look, you can't teach our kids to read. And you don't know how to manage our kids. But we want you to set up a program to teach us." This is inconsistent, yet, it's what we are faced with—this double image of what it is that American schools can be.

We know parents expect certain things from the school, and teachers often want help from parents. What sometimes happens is that both groups talk past each other. Teachers do not interpret parent involvement to include parent help in the classroom or allowing parents to do what they want, but rather, as support from parents for what teachers are doing. Teachers only want parents to send their children to school motivated, eager, clean, neat and above all well-behaved. But parents expect other things than that both from their children and school.

Parent Involvement and Parent Education

So how do we really define parent involvement and parent education? What are the philosophical assumptions that underly recently implemented programs? How do parent education and parent involvement in the school differ? What is the role of the school in parent education compared to the role of the family in parent involvement in the school?

Family Impact Model

I have developed three models or views that can be used to help answer the previous questions. The first model focuses on the center of things—the family. Basically, it's the traditional, parent-education model in which the school (or any educational establishment), tries to do something on or for the

family. This is the Family Impact Model whereby parent education, from the local agency or the school, is designed to have an impact on the family so that the child will fit into the school and its goals. It is also designed to get those who are out of the system back into it.

Resembling a mainstreaming model, its purpose is to educate the parents to do more things at home that will encourage achievement of the child in school.

Underlying this model is a set of assumptions, one of which is that specific answers for correct child-rearing exist. We assume that the family wants to be "in" and learn these answers for their children, but doesn't necessarily know how to go about it. Will changing the parent in some way, without changing anything else somehow enable that child to make it? We also assume that the knowledge and the attitudes of the parents are the keys to the child's entry into the success system. And more in the middle class tradition are the assumptions that there is a right way to rear a child and that the right way can be learned from books or peers or experts. Parents, using these, believe they can be successful child-rearers.

To state that these are assumptions is not to deny their power or truth. In a way, this model is basic to all education which generally focuses on a body of information necessary for life and for a career. These are referred to as the "basic skills." We assume a teacher has this information and teaches it, and that individuals learn it and apply it to their lives. This perfectly legitimate and respectable approach holds from the basic skills all the way up to postgraduate refresher courses in medicine or education.

One can take information out to somebody who wants to learn it and by learning it that individual can improve and make a difference in the life of his or her children. Although it is a valuable and useful approach, some people justly feel that this Family Impact Model strategy only treats symptoms. It treats parent-child behaviors or family transactional patterns without attacking the root causes that make it difficult for families to encourage achievement. Without understanding sub-cultural strengths and by not recognizing the varieties of positive child rearing the family can fail as an educable unit.

Nevertheless, if we attend to these program goals, and if we look at the longitudinal results of programs that 10 or 12 years ago started with this kind of model, data show there are lasting effects from using this approach on the intellectual and academic performance of children. It is a useful and effective model. Reviews of early intervention by Goodson and Hess, Frank Palmer, and Irving Lazer indicate that the early parent education or Family Impact Models were successful. The longitudinal results up to third and fourth grade (in some cases up to junior high) are certainly positive. Children participating in those programs are doing well in school. However, it is a limited approach and there are other foci.

School Impact Model

A second model, the School Impact Model has been developed. Here the focus is to influence the child's second major agency, the school. Parent involvement in this model requires a form of parent education that differs from any other. It requires education in budgeting, parliamentary procedures, in the knowledge of local agencies and federal regulations, skill in communication with the power structure and learning how to engage in group decision making processes. This kind of model probably can and will lead to some

degree of conflict unless both parents and program people recognize their mutual needs to learn from each other.

Parent involvement for this model also requires a new form of teacher education. Teachers and school administrators or other professionals involved in working with this model need to formulate a new set of attitudes towards parents. Teachers are learning new skills in communication and group process and sharing also. Traditionally, we trained the individual teacher to relate only to a group of children. Now we know both parent and teacher groups need help in relating to each other when the task calls for common decision-making and if the family is to have an impact on the school.

If we are serious about the second model, it may intrude heavily on the first. Parents may not see any need for the parent education that school personnel think is warrented. And they may see that the fundamental job is really to change teacher behavior rather than to change their own behavior. If this situation arises, we're in Moyihan's *Maximum Feasible Misunderstanding*. This misunderstanding is caused by the various viewpoints about the purpose for parental and community involvement. For some it is to support the system, for others to augment it, and for still others, to challenge and change it.

We are faced with several concerns when implementing a model of parent involvement in the decision-making process. We need to reconcile conflicting views about what is good for children. There is no general agreement on that. How do we solve the possible struggle for power over the programs? Parent or community involvement always requires considerable thought and should not be entered into lightly if all of the ramifications of it haven't been worked out.

Community Impact Model

A third model—the Community Impact Model—is emerging to cope with the limitations of the previous models. Some say that only programs which deal with the larger social forces which surround both the family and the school can enable both those agencies to help children learn. For example, using the model developed by Brim (1975) and enlarged on by Bronfenbrenner (1976), one can place both home and school as sub-systems within a national system which includes welfare, health care, work patterns, mass media, the legal system, the political network etc. A comprehensive program, therefore, should impact on these factors as well as on home and school. Such a model I've called the Community Impact Model.

This third model is usually represented in current program by the so-called "comprehensive service component." But the strategy issue underlying the previous two models surfaces again. Many parent involvement programs adopt a strategy of helping parents to learn about available services or to find ways to get them to services. But this still entails doing things for that family and to that family. We may have had the family's best interests in mind but we were really playing that good samaritan or missionary role.

Others try through parent councils and parent advisory or citizen's advisory committees to give parents something to say about who should deliver services and where and how these should be delivered. Although both strategies are useful, they place the responsibility for needed change on one of the weaker agencies in the system, the family. And unfortunately, the family has no lobby, locally or nationally.

Families involved in programs as they have existed from the 1960's on were viewed as "outside the system." Therefore, by asking them to change us we place an unattainable expectation on them. In effect, the powerful agencies, educators, and the social services and health bureaucracies were telling the family to change them.

Head Start and the national Follow Through program are our best examples of approaches to a community impact model. Both require parental involvement and comprehensive services. However, local programs do not have to include parent education via the parent impact model. Perhaps the best example of a Follow Through model which combines parent impact and school impact with community impact is the Parent Education Model formerly headquartered in Florida and now at the University of North Carolina at Chapel Hill. The model, operating in 10 states, includes efforts to help parents improve the home as a learning environment, influence the school as a learning environment and change the ways in which parents and all agencies and systems deal with each other. It is a long-term developmental approach.

If one is concerned primarily with child achievement in the so-called basic skills, this model is as effective (and first in reading, according to the 1978 House report) as those Follow Through models which concentrated on academic skills in the classroom.

Although educators may share different philosophical views, it is clear that emphasis on the parent, family and the community can help to achieve higher reading levels than emphasis on reading alone. In addition, however, it has produced changes in families, schools, and community institutions which probably have far more long range implications for child development than a score on an achievement test. What we can develop are greatly improved Community Impact Models. At the same time we should continue to strengthen the other more micro-models. But a lot of effort will be required to move toward this level. Undoubtedly, we will make errors on the way.

We will face fragmentation of effort and will likely suffer from territorial wars among agencies, each seeking control. The odds are high but so are the stakes. Our present piecemeal, unorganized, unsynthesized, small-scale and sporadic efforts cannot continue. We need to tie our educational programs, whether they fall in the family impact or school impact category, into work and family income programs, housing and zoning programs, medicare, medicaid, teacher education and professional education of social workers and psychologists, i.e., the total system context.

Where should we begin in a new program before we begin an impact program? Each program group should set clear and reasonable expectations and do things carefully. Above all they must concern themselves more with the process of interaction than with short-range formative evaulation goals. When achievement requires long-range institutional change, as it does in this case, then any final evaluation must consider the scope of that goal.

Change is not always pleasant and planned change is not always possible nor is the outcome predictable. Any further change takes time. We can't implement a program in October and measure its value in May.

We may even ask for family impact statements, analogous to environmental impact statements, when local, state and national decisions are made. We need to constantly ask the question, "What does this legislation do to American families and schools?"

We know that a well groomed home-school partnership makes a difference in children's achievement levels in our schools, and we will continue to affect worthwhile change, as slow and as difficult as it is to improve this partnership. As Ulysses said to his companion, "Come my friends, 'tis not too late to seek a newer world. Push off. And sitting well in order smite the sounding furrows. We are not now that strength which in old days moved earth and heaven. That which we are, we are. One equal temper of heroic hearts made weak by time and fate but strong in will to strive, to seek, to find and not to yield."

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Project Help

Beverly Mattox
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Gladys Burkes
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In 1965, Dorothy Rich, director of the Home and School Institute (HSI), began a newspaper column in the Washington Post. The column, "Creative Parent Success for Children," was well received by the community. As an outgrowth of the interest in the column, several courses were developed for parents on how to interact with their children. The courses also focused on parents and children doing activities together that supported but did not supplant the work of the schools.

The program at HSI has included school board members, parents, teenagers, school administrators, teachers and community participants.

By 1970, the HSI was doing considerable in-service training in the Washington, D.C. schools on parent/community involvement. In 1972, HSI became associated with Trinity College, and as of 1976, has offered a masters degree program in School and Family Involvement.

The two main questions being focused on at HSI are: How can the mounting research on the relationship of the home to the child's school success be translated into practical action, and how can the community become meaningfully involved in the educational system?

Conference presenter Beverly Mattox cited a number of research findings that supported a need for more involvement of the home in the child's education. According to Mattox, a study by Dave, 1963, indicates that it's what the parents do in the home, with the children, rather than their status, that influences the achievement of the children in the school.

After citing a number of other studies, Mattox turned to *The International Study of Education Achievement*, 1973. The survey, by a group of Swedish social scientists, included 258,000 students, 50,000 teachers, 9700 schools, and 19 countries. The outcome, according to Mattox, was that the home is the crucial factor in a child's achievement.

The home learning activities developed by Rich for use in the Washington, D.C. area in 1974-75 was the forerunner of Project Help, and is being replicated in the Benton Harbor Area Schools. These activities have been successful in improving the reading scores of the first grade students involved in the project. The home activities are short and usually involve the mother doing the lessons with the child.

The key to the success of the home learning model is the interaction between the child and other members of the family. The child realizes that the family values education and schooling. The family comes to realize that the school cares about them and the achievement of the child.

When Gladys Burkes, the second presenter, became coordinator of the Compensatory Programs for the Benton Harbor Area Schools in 1974, she became aware that the mandated Citizens Councils for the programs were

not functioning well. After contacting Dorothy Rich at HSI, a decision was made to try a new approach to parental involvement in the schools. The results of this decision are detailed in the Project Help booklet following this summary.

According to Burkes, Project Help has not been overly expensive to implement and is being expanded to other elementary grades. She feels that Project Help could be duplicated in non-compensatory education schools to improve reading achievement. Those schools interested in developing a program of this nature can contact Dorothy Rich, who is available to consult with local districts on parent/community involvement.

Community Involvement Activities: Research into Action

Beverly Mattox
Dorothy Rich
The Home and School Institute
Washington, D.C.

Two urgent questions to be answered by today's educators are: How can the mounting research on the relationship of the home and children's school success be translated into practical action and, how can we involve the community meaningfully in the education action?

Seeking and providing answers to these and other questions is the purpose of the non-profit, Washington, D.C.-based Home and School Institute devoted to the development of home-school-community partnership programs in education. Sharing the research rationale for these programs, a sampling of the HSI approaches that translate the research into action and effective involvement of the community in the work is the thrust of this article.

Research Rationale

The research data of the last decade on the importance of the home as the critical institution in determining a child's success is formidable. In study after study, Bloom.[1], Coleman.[2], and Jencks.[3] to the lesser known but significant findings of the early childhood intervention projects.[4] the home and the community have been identified as vital influences intimately linked with student success.

A growing volume of research over the past few years has documented the need for more information on the building of a home-school educational partnership, especially in the "regular" grades, which have received less attention up to this time than have the preschool years.[5]

What is known now, on the basis of conclusions from the available data, supports the concept and practice of the involvement of parents as tutors/teachers to their children. Summarizing this basic approach, Goodson and Hess of Stanford University report that, as a group, the programs using the model of parents as teachers have "consistently produced significant immediate gains in children's IQ scores and school performance and seemed to alter in a positive direction the teaching behavior of parents."[6]

As yet not clearly defined are the specific features of the intervention strategies in the parent-as-teacher model which work to produce the higher achievement results. There is as yet a weak relationship between the major intervention approaches and the children's outcomes.[7]

Something is happening in terms of raising children's achievement in the parents-as-teachers model. While achievement is occurring, using a wide variety of strategies within the model, the significant variable(s) in the treatment has not yet been isolated--if indeed, a significant variable(s) in any one strategy does exist.

We do know that programs designed to promote parent's participation in the education of their children create effects which may contribute in different ways to the success (or failure) of this work. These include:

an increase in the parent's awareness of their child's behavior and their influence on him/her;

a more systematic focusing on the parent-child interaction or intellectual activities;

an increase in the level of verbal interaction between parents and children;

an increase in the amount of parent feedback and responsiveness to children.

The data indicates that families are interested in getting involved in their children's education when the home activities are specific, practical and centered on mastering the basic skill objectives. Based on the body of research data which points so promisingly to the parent-as-teacher model and as more intervention strategies are studied, it may be found that almost any school outreach approach to promote parent-child interaction at home around academically centered activities will work to bring about children's achievement gains.

All programs which involve parents as active teachers of their children provide a type of social reinforcement in the form of increased attention, both to the parent from the school and from the parent to the child. A sense of excitement, newness, commitment, and enthusiasm is conveyed. Using the framework of the parent-as-teacher model, the concept that a smorgasbord of learning activities, designed to supplement and build on the school's role, can work to build children's achievement, is a dream that can be realized.

The Home and School Institute Programs

The action goal of all HSI programs is to raise children's abilities as learners and to build adult competencies as teacher—through specific, easy, low cost, practical ways that share educational accountability between home and school.

The elements of the Home and School Institute model are:

training parents to become more active participants in their children's learning outside of the usual classroom situation;

inservice programs for educators to help them work effectively with parents and community resources;

production of learning materials for use in school and at home;

training in problem-solving approaches for resolving school-community conflicts;

leadership training for school-community personnel;

building awareness and use of the national network of School and Parent-Community sources;

providing graduate degree concentration in School and Parent-Community Involvement;

on-site training of individually designed programs for school systems and community participants.

A core component of all HSI programs is the design and use of Home Learning Activities. All participants prepare recipe-style activities to help families become more effective teachers of their children at home. The school is the institutional delivery agent, the source, of the activities, prepared as often as possible, with the school "family"—the parents, com-

munity adults, teenages, and teachers working together.[10] The activities are designed to supplement, not to duplicate, the school, even in basic three R areas.

HSI's ten years of experience with these home learning recipes at the "regular" grade levels—from kindergarten through the secondary grades—has shown that parents/caregivers don't need a license or even college background to be good home teachers; they don't need fancy equipment or even a lot of time. They have what they need—the materials available around any home and the desire to help their children achieve. Our role is in helping schools help families mobilize and express these abilities and resources.

HSI Research: HELP—Home Educational Learning Program

During the school year 1974-75, 218 first grade children participated in an HSI Washington area study designed to find out whether sending home a series of Home Learning Lab Activities would increase student achievement in reading and math over a control group of classes which did not experience this "treatment."[11] The class population drew from inner city and suburban areas. The treatment consisted of eight short, easy activities designed by teachers participating in the HSI/Trinity School and Parent-Community Involvement Program and written "recipe-style" on one sheet of paper. An activity was sent home from school once every two weeks for a period of 16 weeks and was preceded only by an initial letter of explanation.

The research results in the Washington, D.C., area showed that:

There was evidence of a significant rise in children's reading achievement.

Families willingly participated in the activities with their children.

The project involved no extra months, no extra personnel, and very little time, aside from the initial training of the teachers involved.

An important question was unanswered by the study—is the model workable in a public school setting on a city-wide basis?

Replicating the HELP Model

This approach is being used during the 1976-77 school year as an outreach replication program in Benton Harbor, Michigan. The HSI Benton Harbor model, designed and implemented by the authors, along with the HSI Assistant Director, Sandra Coates, and Benton Harbor's Coordinator of Compensatory Programs, Gladys Burkes, is an action research program to determine the impact of Home Learning Activities on first grade reading achievement. The nature of the activities, the number to be used in the "treatment," the communication materials about the program, and the data reporting system were jointly designed and tested by the project participants.

Two examples of treatment activities selected for the program are:[12]

Name of Activity:	The Grocery Bag
Why Do It:	To help your child develop an awareness of things that go together.
Materials Needed:	Items from the kitchen, bathroom, or living room. A large bag.
How To Do It:	You select four (4) items, three that go together and one that does not belong in the group. Examples: spoon, fork, knife, and a potholder. Put them in a large bag. Your child should not see you do

this. Have your child reach into the bag, take each object out, one at a time, and tell you its name, then have him/her tell you the object that does not belong in the group. Example: the potholder, because you can't eat with it. You may want to use three bathroom objects and one from the kitchen. Or, choose clothing items, such as shoes, belt, hat, and put an ashtray as the item that does not belong.

Time: Continue the activity for 5 to 15 minutes.

Evaluation: If your child can name the objects and tell you which object does not belong, the activity is successful.

Name of Activity: Spaghetti Letters

Why Do It: To help your child name and make the letters of the alphabet.

Materials Needed:
1. One (1) cup of cooked spaghetti (no sauce). Hint—to keep spaghetti from being sticky, keep it in a bowl of cool water.
2. A cookie sheet or some flat surface.
3. Alphabet letters.

How To Do It:
1. Child points to the letter you name (give help if needed).
2. Child shapes letter he just named using the spaghetti pieces. Hint: spaghetti is wiggly—letters won't be perfect.

Time Needed: Do as many letters as you can in ten (10) minutes; on another day you can review letters or start on a new one.

Evaluation: If your child can identify the letters he/she makes in other places—examples, in signs, in magazines, in stores, etc., then the activity is successful.

Basically, the Home Learning Lab treatment provides a situation in which a family becomes directly involved in the education of their child. While it has been noted in this article's discussion that research has not yet pinpointed the specific relationship between selected treatments and achievement effects, it may well be that what is happening in school outreach to the home via Home Learning Activities is an enhancement of the family process itself. It may not matter what the specific activity is or in what order it is presented. What may ultimately make the difference is that the child, through this work, realizes that the family values education and schooling, and the family, through this outreach from the school, understands that the school cares about the family and each child's achievement. Thus, the school is providing a plan of practical action designed to help families build student motivation and achievement.

It may be that in the future educators and parents will be able to pick from a stockpile of readily available, no cost, easy-to-do home treatment strategies to enhance children's learning.

Building More Effective Involvement

Home Learning Activities are but one approach. There are a variety of other ways in which schools can enhance the school-community relationship and the family process. The publication, *101 Activities for Building More Effective School-Community Involvement*,[3] details in recipe-like format 101 ideas for reaching out from the schools to the family and the community. The activities involve little or no additional time, staffing, or cost and use materials schools have already available.

Here is a sampling of some of the 101 Activities:

Family of the Week

Using the school bulletin board or newsletter, here's a way to emphasize the contribution of parents and others who are doing special things for the school. Pull out the snapshots, spell all the family names in big bold print, and mention the family's involvement in neighborhood activities; all of this fosters better communication and good feelings among the various people associated with the school.

Guest Cards for Grandparents

Grandparents and neighborhood senior citizens are special people who can and should play an important role in the school. Extend to them special, personalized open-door visiting cards. Also, make these cards available for the community people who come to see the school in action--the school's neighbors, the drivers of school supply trucks, etc.

Community Information Boards

Share news with parents and school neighbors of community resources and events, garage sales, special local outings, parks' events, new regulations on food stamps, welfare rules, etc. For foreign parents, have materials translated into other languages.

Parent Buddies: "Habla Espanol?"

For new parents in the community, try pairing them with a parent buddy to welcome them, give a tour of the school facilities, accompany them to the first school meetings, and introduce them to others. This is especially welcomed by foreign-speaking parents.

Chance to Talk Back: Suggestion Box

Place a suggestion box in an easily accessible place outside the main office. Provide response cards for new ideas, for reactions to school practices, suggestions for meetings. Check the box often and respond in the school newsletter to all suggestions--on actions taken, committees taking up ideas, etc.

New PTA Meeting Hours

Why not take advantage of the cocktail hour for a new PTA meeting time? Start the meeting at 6, bring a covered dish or light snack, and be home at 8:30 instead of 11 p.m. This may spark new membership and avoid the competition between the meeting and what's on TV.

Community Thanks You

Did your school receive a new tape recorder last week? A new flagpole? Whatever it was, why not extend a thank you to the community that made it possible? From an upper story of the school, or above the main entrance, fly

a large thank you banner so that all who pass the school can feel the pride of giving and the thanks of the children and staff.

Parents' Place in the School

With decreasing enrollment, you may have an empty classroom to use for a Parents' Place. Convert that room (with furniture borrowed from the community) into a room where parents visiting the school can take off their shoes and get comfortable; services that can be provided in the Parents' Place can include baby and child care, book and toy lending materials for home use, sewing materials, typing/office equipment, washing machine/dryer. Community businesses are often willing to donate useful items in return for a tax deduction. Staff members can use the room so that parents and teachers can meet informally together.

These are but a few of the many ways educators can reach out to families and improve school-community relations, thereby building the probability of higher achievement for the children as well.

The Value of Change

The value of the change which can be effected through HELP and all of these related school-community activities is that it offers the potential for self-perpetrating and growing development of school-community services. Training for educators involving the community can be seen as a "seed" from which more change, initiative, materials, and imagination can grow in the future. The parents and teachers affected by the programs will continue instructing children for some time to come. Potentially, the involvement of parents in teacher training can result in reaching thousands of children, including those yet to be born. Differences in attitude and behavior between teachers, parents, and children offer the greatest potential for wide-ranging, lasting, growing change—not as a cost for materials, but as an investment in people and the future.

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1. Benjamin Bloom, *Stability and Change in Human Characteristics*, 1964.
2. James S. Coleman, et al., *Equality of Educational Opportunity*, 1966.
3. Christopher Jencks, et al., *Inequality: A Reassessment of the Effect of Family and Schooling in America*, 1972.
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6. Barbara Goodson and Robert D. Hess, *Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs*, 1975, p. 234.
7. Ibid.
8. Ira J. Gordon and William F. Breivogel (eds.), *Building Effective Home-School Relationships*, 1976.
9. Dorothy Rich, "Helping Parents Become Better Teachers," *Aides to Teachers and Children*, 1968.
10. John A. Masla and Preston M. Royster, *Community Involvement in Teacher Education: A Study of the Model*, 1976, pp. 70-74.
11. Dorothy Rich, *The Relationship of the Home Learning Lab Technique to First Grade Student Achievement in the Archdiocese of Washington, D.C. Schools*, (Ed. D. Dissertation, 1976).
12. The Benton Harbor Area Schools/Home and School Institute, *Project H.E.L.P.*, ESEA Title I Project, August, 1976.
13. Dorothy Rich and Beverly Mattox, *101 Activities for More Effective School–Community Involvement*, 1976.

Note:

The Home and School Institute is a non-profit educational service organization, based in Washington and serving the nation with programs and publications that build home-school-community partnership in education.

The overall mission of HSI is to raise children's abilities as learners and adult competencies as teachers through specific, practical approaches that share educational accountability between home/community and school.

For more information:

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Project H.E.L.P.

Home Educationl Learning Program
The Benton Harbor Area Schools
The Home and School Institute/Trinity College

Project Help in Perspective

The Home and School Institute of Washington, D.C. developed the program design and the teacher training model for Benton Harbor's Project HELP. HELP provides systematic outreach from the school to the home through a series of Home Learning Activities in an action-research project to determine the Home Learning Activities' impact on first grade reading achievement.

This is not a ready-made set of activities; the HSI model provides for a group of teachers on-site to design together, working wherever possible with parents, a series of activities that will work in their community. The Benton Harbor first grade teacher group, including the local Catholic school first grade teacher, met together with parents during the week of August 16-20, 1976, to design the "treatment" program for the Benton Harbor model. The number of activities used and the timing sequence in which they are used are among the working details of the program determined by the participating teachers and parents.

Home Learning Activities based on the HSI model, to be used in the Benton Harbor study, are written recipe-style on a single piece of paper. They are short, easy activities involving, for example, kitchen utensils or living room furniture—in short, any ordinary items found in any home. Rather than duplicating the work of the school, the Home Learning Activities supplement can build on the school, using the resources unique to home and the community outside the school.

Benton Harbor Project HELP enlarges on HSI research done with first grade classes in the Washington, D.C. area. In that 1974-75 study, eight Home Learning activities were sent home, one every other week. The study was designed to find out whether the use of these simple, easy-to-do recipes for home learning alone—without meetings, home visits, or workshops for parents—would raise student achievement. It was found that youngsters who worked with their families in these "kitchen-style" reinforcements of reading as a group achieved significantly higher scores in reading than the control classes, who were otherwise doing similar first grade work.

Project HELP is based on two years of preliminary planning between HSI/Trinity and the Benton Harbor Compensatory Education Program. A group of 25 administrators, teachers, and parents from the Benton Harbor area journeyed to Washington in the summers of 1975 and 1976 to participate in the School and Parent-Community Involvement summer training sessions before deciding to embark on this program.

Much research has documented the need for more information on the building of a home-school educational partnership, especially in the regular grades. Project HELP is designed to provide some of this needed data.

There will be pre-testing of approximately 250 to 300 randomly selected first graders in the fall of 1976. The Home Learning "treatment," designed cooperatively by Benton Harbor teachers and parents, will consist of twelve activities to be sent home every two weeks from October 1, 1976 to April 1, 1977. A control group of 250 to 300 first graders will do similar first grade work but not receive the "treatment" reading activities. Family feedback forms will be utilized to assess parent reaction to the activities. Post-testing of the "treatment" first graders will take place in the spring of 1977.

Basically, what the Home Educational Learning Program provides is a way in which families can become directly involved in the education of their children. It is a way for schools to express their caring about the achievement of the child; it is a way for families to express their valuing of education—it is above all, a practical and specific approach for the two major institutions in a child's life to get together and work as partners towards helping children achieve.

Project HELP is designed to be completely replicable by any teacher in a school system. It has pointed to the possibility and the practicality of helping teachers to help parents in their role as teachers at home and in using the home and community to supplement—not duplicate—the school.

The overall mission of HSI, a non-profit Washington-based educational organization, is to raise children's abilities as learners and adult competencies as teachers through specific, practical approaches to share educational accountability between the home and school.

The ERIC Clearing House on Teacher Education and Teacher Corps have identified the HSI model (1976) as a national model for Community Involvement in Teacher Education.

Community involvement in teacher training is integral in all HSI programs, which are based on the critical educational research of the last decade. This research has revealed that the home is the "make-or-break" educational institution, that the early years are determiners of later academic achievement and that, in short, children depend on their home and their home teachers for success of failure in school. If achievement progress for children and involvement progress for families can be effected through this program, the Benton Harbor Area Schools will have provided documentation of a cost-effective, easy, replicable way for schools to help themselves, families, and children.

Background

In the summer of 1974, Mrs. Gladys E. Burks, Coordinator of Compensatory Programs, began evaluating the effectiveness of parental involvement in the E.S.E.A. Title I program of the Benton Harbor Area Schools. At the same time, it was brought to the attention of the Coordinator of Compensatory Programs that a training program stressing family-school interaction was in existence at Trinity College in Washington, D.C. This program combined school and family in such a way as to enhance the learning environment for children. The Benton Harbor Schools had a large group of parents who were actively involved in learning about the instructional program of the school district. However, it was apparent that a valuable resouce, parent involvement, was not being used to the best advantage. Mrs. Burks contacted Mrs. Dorothy Rich, Director of the Home and School Institute of Trinity College, and began developing a home learning program for the Benton Harbor Area

Schools during the late summer of 1974. As a result, in the summer of 1975 a group of Benton Harbor administrators and parents attended the Trinity College Home and School Institute in Washington, D.C.

During the next year, Mrs. Burks and Mrs. Rich began initiating Stage 2 of a home learning program, specifically designed to meet the needs of students in the Benton Harbor Area Schools. In the summer of 1976, another group of Benton Harbor personnel attended the HSI/Trinity sessions in Washington, D.C.

Program implementation was begun. The reading coordinator and curriculum specialist of the Benton Harbor Area Schools, along with the coordinator of the Benton Harbor Area Schools' Staff Development, assisted in further planning. A design for pupil selection for program participation was formulated. It was determined that the greatest need existed at first grade level for reading skill development. First grade teachers were to be offered the specifically designed HSI/Trinity Intensive Course, "Home and School Curriculum Development." Thus, on-site training in Benton Harbor was to be provided for an interested group of first grade teachers from target Title I schools before school began in August, 1976. The HSI training involved the development of a "treatment" core of home learning reading activities which would supplement, not duplicate, the work of the first grade. The "treatment" activities represent the combined efforts of the teachers, compensatory education staff, and parents who have designed and assessed them for their workability during the intensive training period. The total effort represents a growing committment to the development of the School Community Relations Program (parental involvement) of the Office of Compensatory Programs.

Support Services: The Benton Harbor Area Schools operate a Staff Development Program which provides in-service training to elementary teachers and para-professionals. This program is funded using federal and state E.S.E.A. Title I and categorical funds (Chapter III) from the State of Michigan. The intent of the Staff Development Program is to increase the skills of classroom teachers. As this in-service program designed to increase teacher competencies expanded, Staff Development also began providing workshops for parents. Response from this group was extremely positive. Because of parental enthusiasm, teacher dedication, and available financial resources during the year 1975, a decision was made to augment the Home School Learning Component of the School-Community Relations Program.

Project HELP: The Home Educational Learning Program (HELP) was launched. This project intensifies the Benton Harbor Area Schools' incorporation of family input in the education of its first grade students. Those committed to Project HELP, along with the teacher and parents, include the building principals and the School-Community parent involvers.

Program Assessment: The ogram will be evaluated after a 24 week period of pilot implementation. The Office of Evaluation will provide direction and assistance in assessing the project.

The evaluation designs for HELP will consist of the following:

1. Pre- and post-test results will be used to measure adacemic growth. The reading test to be used will be the Objective Referenced Test (ORT).

2. Teacher attitudes toward the program will be assessed by means of questionnaires and surveys.
3. Records of parent activities and involvement will be logged by teachers. Activities evaluation forms will be filled out by parents.

For further information regarding Project HELP contact:

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Suggested Project Development

Initially, parents, teachers, and administrators should be apprised of the project. Perhaps a survey which would indicate the need for such a venture should be made. Some determination should also be made of what skills ought to take priority for mastering. In Benton Harbor, we (the first grade teachers) selected 20 items that had not been mastered by first grade students. Teachers then wrote activities designed to utilize:

a) materials found in the home (even the most meager and barren home) and easily obtained by parents;

b) parent reading skills, i.e., simple easy-to-read instructions devoid of educational jargon;

c) a minimum of time; parents need to be encouraged to do the activities regardless of how busy they are. Therefore, short activities (5-10 minutes) should be designed as well as those that take up to 15-20 minutes.

Example:
From our item anaylsis, the teachers found that students at the first grade level were failing to master those skills in the word picture discrimination area. The teachers wrote out five activities. They did this for other areas such as the alphabet, linguistics, etc. and came up with 20 activities in all. Creativity on the part of the teachers (or the designers) is called for because many disadvantaged homes to **not** have books, newspapers, etc., but...they do have free advertisements from stores, utility companies, etc. Most teachers and many parents can design simple activities.

We then invited the parents of first graders—we called them by phone and sent flyers home—to our staff development-teacher resource room and in a straightforward, humane way explained what we wanted to do and asked for their help. We asked them to select 12 out of 20 activities and to try them at home with their first grader and come back the next day and advise us of the following:

a) How much time did it actually take?

b) Did you understand the instructions, and do you know what it is your child should be learning?

c) Are the words too hard for you?

d) Did you enjoy doing this activity?

e) Did your child enjoy the activity?

The parents were enthusiastic and were quite candid in their suggestions. Our teachers did not feel threatened. They revised the activities following the parents suggestions and finalized the recipes that we are sending home. Here in Benton Harbor, we pre-tested the first graders in September and will post-test the students in April-May 1977. We will then analyze the gains of those students who took part in the treatment, i.e., whose parents or care-givers used the recipes at home with the students, and compare those gains with those made by:

a) students in first grades who did not use the recipes;

b) test scores of students who in the 1975-76 school year were placed in the Title I remedial reading program at the first grade level;

c) students not identified as lacking in reading skills yet participating in the treatment. (This was done because parents and first grade teachers felt that it was not fair to omit other students in the class.)

It is easily determined that other areas can be treated in the same manner once parental support is gained. The Benton Harbor Area Schools would be glad to provide additional assistance or information. Our test results will be available in May or June of 1977.

Systematic Use of Human Resources:

STRUCTURED TUTORING

Grant Von Harrison - Brigham Young University, Provo, Utah
John Wilkenson - Metra Inc., Orem, Utah

In the presentation, John Wilkenson and Grant Von Harrison challenged the prevailing notion that tutoring per se results in significant gains and benefits to tutors and students. Structured tutoring was described and contrasted with traditional tutoring techniques, and it was suggested that this relatively new approach is the key to the effective use of human resources, e.g. **parents, aides, volunteers,** and **students** in the instruction of low-achieving children and adults.

One of the primary differences between the metra structured tutoring program and other reading programs is that it is an instructional system. It is not a set of materials but includes specific techniques and procedures on how to teach the content. Inservice training and follow-up monitoring services are provided to schools and other institutions in which the program is implemented.

Structured Tutoring: The Key to Effective Use of Human Resources

by Grant Von Harrison

In 1972 Dr. Louis Bright reported the results of a study made in 32 schools boasting formidable reputations for individualized instruction. Bright wanted to know whether the instruction taking place at these schools was truly "individualized." One major source of information in the investigation was a simple survey that posed to teachers the following three questions:

1. Do you know where each student is in relation to a predetermined sequence?
2. Do you know what skills each student is working on now?
3. Do you know what skills each student has mastered?

The results of the study were not very encouraging. According to Bright's criteria, only two of the schools surveyed were providing instruction that was actually "individualized" (Bright, 1972).

However, even if all 32 schools surveyed had met criterion for individualized instruction, there would still be no guarantee that the needs of low achievers where being met.

Most forms of individualized instruction demand that students work independently, read at grade level, pace themselves, and demonstrate a high degree of self-discipline and motivation. These demands are usually too rigorous for low achievers with poor study habits, lack of self-confidence, lack of motivation, short attention span, lack of self-discipline, or limited reading skills.

For these reasons both the "cafeteria" model (that allows low achievers to pick and choose their own subject matter and learning activities) and the "paddle-your-own-canoe" approach (that allows them to pace themselves) usually fail to meet the needs of low achieving students. But of all the forms of "individualized" instruction, the most *inappropriate*, especially for primary grade low achievers, are those employing programmed texts or workbooks. Why? Because these programs rely on printed materials that require low achievers to apply reading skills that they very often do not possess.

Unless the specific needs of students are diagnosed, unless learning activities are prescribed on the basis of diagnosis, and unless means to compensate for lack of reading skills, motivation, etc., are provided, individualized instruction will fail to meet the needs of low achievers.

Carroll (1963) has argued that the quality of instruction improves when the presentation and explanation of materials, and the ordering of task elements are tailored for the given student. Furthermore, research (Blank and Solomon, 1969; Congrave, 1965; Harrison, 1967) has shown that low-achieving students will not learn consistently unless they are involved in a teaching-learning process that is highly structured and highly sensitive to their personal needs. Could we go a step further and say that the quality of instruction should be evaluated in light of the progress of students having difficulties rather than on the progress of random groups of learners? Bateman

(1969) says yes. In commenting on this consideration, she made the following statement:

> The normal child can achieve up to grade level even if we never do anything right in the classroom. He will learn in spite of us, but the child with learning disabilities will not, and it is through him that we are going to learn about learning. (p. ii)

So far, it has not been possible to create a highly sensitive, personal, and structured learning environment without employing some kind of tutorial approach. A study by Blank and Solomon (1969) revealed that a highly structured tutorial model helped low achievers make significant progress, but the same model failed to do so when the tutoring was not highly structured.

Bloom (1971) expressed the same idea in his article, "Learning for Mastery." Bloom pointed out that most good students would master given subjects if they had good tutors. According to Bloom, a good tutor:

> must be skillful in detecting the points of difficulty in the student's learning, and should help him in such a way as to free the student from continued dependence on him. (and) tutoring should be available to students as they need it. (p. 49)

In various articles by the present author, e.g., "Tutoring: A Remedy Reconsidered," the same points have been stressed. Research over the past seven years has shown that a low achiever will realize optimal learning progress only when he or she has access to an individual tutor (a) whose role is highly structured, (b) who knows how to employ proven psychological principles in learning, and (c) who knows how to use appropriate instructional materials.

If low-achieving students are ever to have access to individual tutors, a source of tutors must first be found. Where do we get them? Basically, we have two options: we can either expand the present budget of our school districts to cover the cost of hiring certified teachers as tutors or we can use *nonprofessionals*, i.e., other students, parents, aides, etc. The budgetary crisis faced by most school districts will not permit a serious consideration of the first option. Therefore, the only plausible alternative is to use nonprofessionals as tutors.

A review of the literature has revealed that although the number of schools using nonprofessional tutors increased significantly in the last few years, in most instanced the tutors have received no training beyond the brief orientation. And unfortunately, the lack of hard data had not eradicated in many educators the visceral feeling that programs employing nonprofessionals as tutors are effective. (Thelen, 1968)

The old misconception lingers on—people continue to believe that a tutor will automatically use relevant and effective instructional procedures and that tutoring is an informal interaction between teacher and student in which skills or information is transferred. The process of transfer is seldom defined, and little evidence (aside from anecdotes) exists which supports the assertion that students realize significant benefits from being tutored.

Mounting evidence indicates that untrained nonprofessionals do not use sound instructional procedures (Harrison, 1967, 1968; Lippitt, 1968; Niedermeyer, 1971). Therefore, if nonprofessionals are to be used as tutors, they must first be taught to employ good teaching methods.

As tutoring programs of various types receive attention as possible solutions for low achievement, it becomes necessary to evaluate them in terms of their benefits to the students involved. Recent research has shown that tutoring per se is not necessarily beneficial and that unsystematic approaches to tutoring in which tutors are untrained and methods are not prescribed are not the panaceas they purport to be. However, research and experimentation *has* demonstrated the effectiveness of structured tutoring. Structured tutoring systems have been developed which (a) train tutors according to predetermined methods in specific skills, (b) employ standardized procedures and materials, and (c) prescribe management systems.

Much has been written concerning an audiotutorial approach (Ehrle, 1970; Husband, 1970; Postlethwait, 1962, 1963, 1964, 1965, 1967; Syrocki, Thomas, & Fairchild, 1969). In addition, a yearly audio-tutorial workshop and conference held at Purdue University assures continued dialogue concerning this type of tutorial system. There is, moreover, extensive consideration of general one-on-one tutoring in the literature. Considerably less has been written about "structured tutoring." The purpose of this article is to describe this relatively new approach to tutoring in an effort to contrast it with other traditional approaches.

The Need for a Clearer Conception of Tutoring

Tutoring is commonly thought of as an informal interaction between a tutor and a student in which skills or information are transferred. Often there is a vague conception of the process which is involved in the transfer, but this process is seldom defined. It has been asserted that tutoring (and the term is used here in its vaguest sense) results in significant gains and benefits to the tutors, as well as the students. Most of the "evidence" for this assertion consists of anecdotal accounts. Indeed, a literature search (Harrison, 1969) revealed no empirical evidence to support this assertion except for a study by Ellson (1967) in which adult paraprofessionals were provided both training and highly structured materials. A survey of existing intergrade tutoring systems (Thelen, 1968) indicated that in more than 80 percent of the systems reviewed, the rationale for establishing a tutoring system was the assumed benefits for the tutor, not the benefits for the student being tutored. Again, empirical data demonstrating the existence of these benefits was not presented. In fact, empirical data gathered by the author (Harrison, 1967, 1968, 1969, 1971, and 1972) suggests that tutoring per se (again using the term in its vaguest sense) does not benefit students in most instances. However, it was found that when tutoring is highly structured, students do benefit.

The point needs to be made that the assumed benefits of tutoring actually occur in only a subsample of the programs in existence. However, the failure of some tutoring programs to yield the expected results must not be construed as evidence that tutoring is not effective. Rather, successful and unsuccessful tutoring programs should be examined in order to determine just how they differ. The author is convinced that successful tutoring programs will involve most, if not all, of the elements described in the structured tutoring model which follows.

Structured Tutoring

There are four areas of concern which characterize the structured tutoring model: (a) the tutoring relationship, (b) the characteristics of the instructional materials, (c) the training materials and procedures for tutors, and (d) the management system. Each of these general concerns and some of the interactions among them will be discussed below.

The Tutoring Relationship

The supposition that putting two people together and designating one of them as a tutor will lead to a healthy, profitable tutoring relationship is simply untrue (Harrison, 1967; Lippitt & Lohman, 1965; Niedermeyer, 1969). Indeed, even extensive training of the tutor does not always lead to an acceptable tutoring relationship. Training needs to be validated in terms of results. Specific tutoring skills have been identified which give a tutor maximum sensitivity to the individual learning characteristics of the child being taught and which produce maximum learning gains from the tutoring. These include establishing and maintaining rapport; orienting the learner to the instructional materials; clarifying the desired response; providing corrective and confirmatory feedback; making diagnostic decisions resulting in repeating, advancing, and skipping segments of the instructional materials; checking for mastery; and using contingencies to enhance motivation.

Instructional Materials

Learning materials used in structured tutoring must be designated to meet the individual learner's needs in specific ways. In some instances, existing commercial materials may prove to be appropriate because they match the predetermined learning objectives of the learners. In other instances, it may be necessary to prepare special materials. In either case, the materials should have the following characteristics: (a) the materials should be targeted at specific learner needs (the probability that this will be the case is enhanced by writing specific performance objectives); (b) the materials need to provide appropriate examples, practice, and systematic review of previously learned skills; and (c) learning tasks should be arranged in a hierarchical sequence. In addition, instructions and materials may be included to guide the tutor in interacting with the learner. These include mastery tests, criteria of performance, decision tables, etc.

Training Tutors in Using Prescribed Procedures and Materials

As pointed out above, the tutoring relationship and the use of the instructional materials are relatively complex tasks which cannot be left to chance. In order to insure that the tutoring relationship is what it ought to be, it is necessary that tutors be trained in specific techniques and procedures such as how to achieve rapport and how to clarify the desired response for the learner. The focus of training programs in tutor-learner relationships must allow tutors to practice the actual behaviors and procedures rather than to merely talk about them. Research (Harrison, 1967; Niedermeyer, 1969) has shown that generally tutors do not spontaneously do things that will enhance learning, e.g., reinforce the learner for success and/or insist that a given point be thoroughly understood before allowing the learner to progress in a sequence. Research has also shown that the effectiveness of tutoring is primarily dependent on the way the tutor interacts with the learner, and that unless this interaction is specified and controlled by appropriate training, there seems to

be little value in having students tutor other students. If anything, the effect may be negative. There has been repeated evidence of undesirable behavior by tutors who are not trained to avoid certain authoritative patterns. For example, untrained tutors are often unduly stern and tend to punish learners in identifying their incorrect responses.

Training techniques and procedures for structured tutoring fall into four categories:

1. **General:** This category includes establishing and maintaining good rapport with the learner, how to use established psychological principles of learning, and how to insure that a learner has mastered a particular step in a sequence before allowing the learner to advance to the next step in the sequence.
2. **Material Specific:** Includes prescriptions for training tutors to use materials once they are selected or prepared and for developing procedures which are responsive to the learner's interaction with the materials.
3. **Task Specific:** Includes the training which must focus on techniques and procedures that are unique to the particular instructional objectives the tutors are dealing with. For example, the training a tutor would receive relative to teaching a learner to blend sounds would be markedly different from the training involved when teaching a learner to solve a specific type of math problem. Generally, highly structured instructional materials will reduce the amount of specific training the tutors will need to help a learner master a specified objective, while, in contrast, relatively unstructured materials will increase the amount of specific training needed by tutors.
4. **Record Keeping:** Includes general aspects of record keeping as well as other aspects which are unique to the instructional objectives being dealt with. In either case, careful records must be kept to guide decisions about when to move on, repeat, or skip to other materials.

Management System

The author's research has demonstrated that if nonprofessional adults (15 years of age or older) are provided a validated tutor manual and trained in the use of the manual, they only require a minimal amount of supervision. A tutor manual based on the structured tutoring model provides the tutor instructions on diagnostic testing, general tutoring techniques, specific tutoring techniques, and record-keeping procedures.

Student tutors (younger than 15) cannot work effectively independent of adult supervision. The amount of adult supervision required is dependent upon the age of the tutors and the extent of the training they receive.

In instances where adult supervision is involved, the adult should be expert in administering diagnostic tests, maintaining adequate records of learner's performance, organizing instructional materials, selecting student tutors, training student tutors, making instructional prescriptions, scheduling student tutors, making mastery checks, and insuring that review sessions of instructional prescriptions previously mastered by the learners are conducted by the student tutors. The supervisor is a critical element in structured tutoring. Supervisor access to a manual which (a) specifies the tasks and proce-

dures involved in managing tutors, and (b) defines the decision rules to be used in prescribing instructional sequences for individual learners has been found to be an important ingredient in a structured tutoring program.

Conclusion

It is clear that structured tutoring systems are more rigorous than most existing tutoring programs. While the goals may be similar in other tutoring processes, the focus on methods in structured tutoring is more specific, as characterized by the four sets of concerns defined above. The author contends that structured tutoring is effective while tutoring in general may not be effective.

It is the author's position that the structured tutoring model is the key to effective use of human resources, e.g., parents, aides, volunteers, and students. The structured tutoring approach helps insure that nonprofessionals will be effective when they work with individual students.

At the present time teacher-training colleges provide prospective teachers training in methodology, use of materials and media, but they do not provide prospective teachers expertise in how to make effective use of human resources. Consequently, teachers are generally at a loss regarding how parents, aides, etc., may be involved in the instructional process. If teacher-training colleges would provide teachers expertise in how to train and manage human resources based on the structured tutoring model, their potential effectiveness would be enhanced significantly. For example, if a first-grade teacher had the ability to train parents to systematically tutor their children at home and involve older students and aides as tutors, the prospects that the individual needs of students would be met would be greatly enhanced.

Training in the management of human resources should either be an integral part of teacher-training programs or an area specialization at the graduate level. Unless this happens on a large scale, the effective use of human resources in the instructional process will not be realized and, therefore, the individual needs of many students will not be met.

The present article is based upon a paper presented in the Management and training of Paraprofessional Personnel Workshop conducted by the Utah State University Department of Special Educaiton, June 11-13, 1975.

GRANT VON HARRISON, EdD is a chairman in the Department of Instructional Research and Development, Brigham Young University, Provo, Utah.

Other Papers, Etc. Dealing with Structured Tutoring

Bright, L. (A series of papers based on research conducted over the past 1½ years.)

These papers may be obtained by writing Dr. R. Louis Bright at the Western Institute of Science and Technology, Baylor University, Waco, Texas 76703.

Harrison, G.V. Training Students to Tutor. Technical Memorandum 3686/000/00. Santa Monica, California: System Development Corporation, September 28, 1967.

This paper may be obtained by writing System Development Corporation, 2500 Colorado Ave., Santa Monica, California.

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This paper may be obtained by writing the Department of Instructional Research and Development, 360 ARLC, Brigham Young University, Provo, Utah 84601.

Harrison, G.V. Tutor Training Kit: An Instructional System In Mathematics. System Development Corporation, Santa Monica, California. November 1969.

This training kit may be purchased from System Development Corporation, 2500 Colorado Ave., Santa Monica, California.

Harrison, G.V. An Introspection of A Student Tutoring Program. Working Paper No. 23. Provo, Utah. Division of Communication Services. Brigham Young University. April 1972.

This paper may be obtained by writing the Department of Instructional Research and Development, 360 ARLC, Brigham Young University, Provo, Utah 84601.

Harrison, G.V., and Brimley, V. The Use Of Structured Tutoring Techniques In Teaching Low-achieving Six-Year Olds To Read. Provo, Utah: Provo School District. February 1971.

This paper may be obtained by writing Vern Brimley, Provo School District, 280 West 940 North, Provo, Utah 84601.

Harrison, G.V. Structured Tutoring. Working Paper No. 24. Division of Instructional Services. May 1971.

This paper may be obtained by writing the Department of Instructional Research and Development, 360 ARLC, Brighmam Young University, Provo, Utah 84601.

Harrison, G.V. *Tutor Guide for Reading, Volume I.* This guide is designed to be used by adults (parents, aides, high school or college students) who are being utilized as tutors for basically nonreading populations (preschool, low achieving primary grades, older students who have acute reading problems.)

This guide may be purchased from the Brigham Young University Press, Brigham Young University, Provo, Utah 48601.

Harrison, G.V. *How To Organize An Intergrade Tutoring Program in An Elementary School.* This manual is designed to be used by an adult who is responsible for the implementation and supervision of an intergrade tutoring program at the elementary level in which upper grade students are utilized as tutors for primary grade children.

This publication may be purchased from the Brigham Young University Press, Brigham Young University, Provo, Utah 84601

Harrison, G.V. *Tutor Guide, Volume I.* This guide is designed to be used by adults (parents, aides, high school or college students) who are being utilized as tutors for low-achieving children at the primary grade level. The tutoring techniques and procedures specified in the guide apply exclusively to instructional activities involving stimulus response learning (e.g., names of digits, math facts, sight words.)

This guide may be purchased from the Brigham Young University Press, Brigham Young University, Provo, Utah 84601

Harrison, G.V. *User's Guide For The Structured Tutorial Reading Program.* This manual is a handbook for the person assigned the responsibility of supervising upper-grade elementary students being utilized as tutors for primary grade children who need individualized help with reading.

This guide may be purchased from the Brigham Young University Press, Brigham Young University, Provo, Utah 84601

Keele, R.L. and Harrison, G.V. The Effects Of Parents Using Structured Tutoring Techniques In Teaching Their Children To Read. Working Paper No. 17. Provo, Utah Division of Instructional Services, Brigham Young University. February 1971.

This paper may be obtained by writing the Department of Instructional Research and Development, 260 ARLC, Brigham Young University, Provo, Utah 84601

Niedermeyer, F.C. The Effects Of Training On The Instructional Behaviors Of Student Tutors. Southwest Regional Laboratory Research Memorandum, March 20, 1969.

This paper may be obtained by writing to F.C. Niedermeyer SWRL, 11300 La Cienega Blvd. Inglewood, California 90304

Proffitt, T.D. Finally, Johnny Can Read. Division of Instructional Services, January 1972.

This paper may be obtained by writing Instructional Research and Development, 360 ARLC, Brigham Young University, Provo, Utah 84601

Robertson, D.J. The Effect Of 5th Grade Student Tutors On the Sight Word Vocabulary Attainment Of First Graders. California Educational Research Association, San Diego, Nov. 20, 1971.

This paper may be obtained by writing D.J. Robertson, San Fernando Valley State College

Robertson, D.J. The Effect of Intergrade Tutoring Experience On Tutor Self Concept. California Educational Research Association, April 30, 1971.

This paper may be obtained by writing D.J. Robertson, San Fernando Valley State College

Robertson, D.J. The Effect Of An Intergrade Tutoring Experience On Tutoring Attitudes Toward Reading And Teachers. California Educational Research Association, April 30, 1971.

This paper may be obtained by writing D.J. Robertson, San Fernando Valley State College

Current research involving the structured tutoring model currently being conducted at the Brigham Young University:

Mexican-American Tutorial Project

Objective of inquiry: Investigating the feasibility of using non-professional Mexican-American adults as (1) tutors for primary grade children, and (2) supervisors of tutorial systems in which 5th and 6th grade students are utilized as tutors for primary grade children.

San Juan Adult Tutorial Project

Objective of inquiry: Investigating the feasibility of using non-professional American Indian adults as tutors for primary grade children and illiterate adults.

Bolovian Project

Objective of inquiry: Investigating the feasibility of using a Spanish version of the Tutor Guide for Reading, Volume I to teach illiterate adults in Bolivia to read.

Nebo Tutorial Project

Objective of inquiry: Testing the effect of mastery of math facts on a child's ability to solve math problems that require computation (e.g., borrowing, carrying).

San Juan Student Tutorial Project

Objective of inquiry: Comparing the effectiveness of upper-grade elementary Indian students as tutors for primary grade Indian students with anglo upper-grade elementary students as tutors for primary grade Indian students.

Daggert Tutorial Project

Objective of inquiry: Investigating the feasibility of using teacher aides as tutors for children who need remedial help with reading.

Experimental Sections of Undergraduate Educational Psychology

Objective of inquiry: Design an undergraduate course in educational psychology based on the structured tutoring model which will be perceived by students as being relevant.

The following courses are available through the BYU Department of Home Study:

Structured Tutoring I: The Structured Tutoring Model
(2 semester hours)
This course provides training in the use of established psychological principles of learning when tutoring individual students. Specific training is given on how to teach an elementary student any instructional element that requires him to make specific responses to designated stimuli. Fourteen lessons. No final exam.

Structured Tutoring II: Organizing Intergrade Tutoring
(2 semester hours) Prerequisite: S.T.I.
This follow-up course for Part I is designed to assist teachers in organizing an instructional system that utilizes students as tutors in teaching other students instructional elements where the desired response for a single stimulus is an answer that is based on straight recall. Fifteen lessons.

Structured Tutoring III: Applying the Structured Model in Reading
(2 semester hours) Prerequisite: S.T.II.
This course provides expertise on how to teach individual children to sound out previously unencountered words and how to teach them sight words (i.e., words that cannot be read phonetically). The structured tutoring techniques and procedures covered in the course are based on empirical research.

Structured Tutoring IV: Organizing an Intergrade Reading Tutoring Program
(2 semester hours) Prerequisite: S.T.III.
This course provides expertise on how to organize a tutorial system utilizing older students as tutors to teach primary-grade children to read. The student tutors are trained to handle the following types of assignments: (1) teaching names of letters, (2) teaching sounds of letters, (3) teaching a child to blend sounds, (4) teaching a child to decode words, (5) teaching sight words, (6) having a child read out loud.

Parental Involvement - A Meaningful Experience

The following remarks were contributed by John Wilkerson in response to some of the issues which were discussed during the conference.

Parents must be convinced that the experiences they have in the instructional setting will be meaningful, and they will have success just like the child will have success. Now, if we structure the interaction so the child will have success, what will happen to the parent? Will what they do seem to be meaningful? Yes, it will be meaningful. If they're succeeding and solving problems you've identified; if you have asked them appropriately, and trained them so that what they do has power and impact, then they will be motivated. The tutors were all non-professionals, trained in general techniques, testing procedures, how to use the sequence, and how to use the teaching techniques that go with it. And they don't have to guess what to teach.

The parent is told what to teach, is allowed to decide whether or not to teach it, and shown how to teach it.

In involving parents in teaching basic reading skills, the materials must be proven. Any program used by parents must be proven. If materials are field-tested and they work, then some degree of confidence can be exercised in them. Here is an example of the testing used for the structured tutoring Right-To-Read project in Texarkana, Arkansas. About sixty percent of these students were black. The tutors were non-professionals, some of whom had a high school graduation certificate and some who did not. They were hired for the Right-To-Read project as aides. In the sixth grade, eighty-one students who pretested at the eleventh percentile and postested at the thirty-eighth percentile, gained twenty-seven percentile points. These are kids at the bottom. They were tutored about four and one-half months, and the average interaction was five hours and fifteen minutes—some more, some less.

The ending percentile was thirty-eight or a gain of twenty-seven points. The sessions lasted fifteen minutes over about five months.

Parents must be properly trained to use these unique materials. Competency is measured via mastery checks, which assure that the delivery of instruction is made by a skilled tutor. On this basis, you can justify the expenditure of funds by assuring that the program works and that the parents can work the program. The tutoring program must be consistently applied to assure uniform benefit.

Teachers are needed who are not threatened by non-professionals performing as teachers. When one takes an eleventh grader and trains him to tutor, to do what nobody's done yet, there will be some threat. The assumption is teachers are already training seventy-five percent of the kids how to read—that's a minor miracle in and of itself. The fact the can't reach the other twenty-five percent is due to the fact that they have to many kids and too many tasks. Teachers must realize that they are doing the best of what teachers do to teach the basics in a structured format with proper training.

This is a great boon to the teaching profession. Now you can take the student, get him remediated, and return him to the classroom so the teacher can resume her efforts with him.

Another key to success is willing parents. I'm not sure you can create willingness in people. Occasionally, it's just a matter of educating them concerning the need. If parents knew that one quarter of our kids were leaving high school not knowing how to read adequately, they might want to be more involved.

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Preparing Educators for Parent Involvement

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The Preparing Educators for Parent/Community Involvement Workshops (PEP/CI) are intensive learning experiences designed for educators, community liaison staff members, staff development personnel, and others concerned with strengthening home-school-community relations. The objectives of the workshop are to help participants:

1. Acquire a greater understanding of the rationale for parent involvement.
2. Be able to specify parent involvement objectives for their own programs.
3. Understand major communications obstacles between educators and parents.
4. Be able to define specific competencies in the "community domain."
5. Experience and understand alternative training approaches.
6. Be able to plan variations of these approaches to local needs.

Conference Presentation Review

The modelers opened their presentations by addressing the historical background of parent/community involvement in the schools and the traditional roles that teachers have had in that relationship. They stressed the importance of the dichotomous relationship that exists between the family and the school in influencing the child's education.

The modelers then developed the context of the training that takes place in the PEP/CI Workshop. The presentation and interaction was structured into three areas: The constraints affecting the existing institutions and teachers, the generic skills or competencies developed by the PEP/CI Workshop, and an example of the role playing exercises and media used during the training.

The PEP/CI workshops are sponsored by the Center for the Study of Parent Involvement. The center is a voluntary organization of researchers, practitioners, parents, community organizers and educators. The center disseminates research findings to the field and facilitates sharing the knowledge gained from practical experiences among parents, educators, and policy makers. The center's publications include a National Survey of State Education Agencies, a newsletter (*APPLE PIE*), and a handbook for conducting parent involvement conferences. The center also has been established to:

1. Identify and examine parent involvement activities and accomplishments which enhance the value of formal education.
2. Provide consultation and training to national, state and local education agencies in:
   a. preparation of teachers for meaningful interaction with and utilization of parents in various roles as volunteers, decision makers and parents in the education and development of children.

b. preparation of administrators for effective management and implementation of parent and community involvement programs

c. organization, development and orientation of parent and community advisory committees

d. planning, implementing and evaluating staff development in the "community domain" for teachers and administrators

e. identification of parent and community resources to complement and enrich local educational activities

3. Collect information on parent involvement research, action methodology, legislation, administrative innovation and parent and teacher education.

4. Investigate unique problems of parent involvement in special education and in the educational programs of developing nations, rural areas and oppressed peoples.

5. Prepare and disseminate materials and monographs which contribute to the work of practitioners, researchers, community developers, administrators and students in educational and community affairs.

6. Bring together the considerable experience of professionals, laypeople and adacemicians in encouraging the participation of parents in every aspect of their children's education.

"Preparing Educators for Parent/Community Involvement"

The PEP/CI Workshop

The PEP/CI Workshop is one step removed from other models of parent/community involvement in education. PEP/CI is a response to two questions:

1. How will school and program staff be trained to plan and implement parent involvement?
2. How will the trainers be trained?

Background

The concept of the PEP/CI Workshop took shape in 1973 after many observations of and training experiences in a wide variety of educational programs requiring and/or desiring parent/community involvement. Most of these programs encountered the same basic problem: educators were unprepared to work with parents in ways demanded by programmatic guidelines and anticipated by parents as consumers of educational services. Even those ancillary personnel hired as community aides, parent liasons, or parent involvement coordinators were rarely prepared adequately to conceptualize and operationalize parent involvement tasks.

None of the traditional resources for staff development, i.e., schools of education, school district in-service units, professional associations, and educational consultants, possessed the competence nor, more importantly, the disposition to train for parent involvement. The reasons for this disinclination have complex historical, political, and sociological roots. For this paper it will be sufficient to say that despite more than a decade of parent involvement mandates, educators are not better prepared to work with parents today than they were a generation ago. (It is possible that at the school of education level the situation is worse because of the increased professionalization and technicalization of education.)

The first PEP/CI Workshop was held at Harper's Ferry, West Virginia in the Fall of 1973. Except for several relatively minor changes (e.g., lengthened from four to five days; strengthened by a broader bilingual, multicultural context), the model has remained intact.

What follows is a description of the PEP/CI Workshop including objectives, participants, setting, facilitators, schedule, content and process.

Objectives

The PEP/CI Workshop objectives state that by the conclusion of the workshop participants will:

1. acquire a greater understanding of the rationale for parent involvement
2. be able to specify parent involvement objectives for their programs
3. understand major communications obstacles between parents and teachers
4. be able to define specific competencies in the "community domain"

5. experience and understand alternative training approaches, techniques and models
6. be able to apply variations of these approaches to local program needs.

Participants

By conscious design, workshop participants represent a highly heterogenous group. Recruitment and promotion are intended to assure diversity in a) **program** (e.g., Head Start, Bilingual Education, Teacher Corps, Title I), b)**role** (e.g., community worker, training director, resource teacher, volunteer coordinator), c) **setting** (e.g., school site, school district central office, university, state education agency), d) **geographical location,** and e) **ethnicity.** All participants have one attribute in common: current or impending responsibilities as trainers, consultants or supervisors in programs desiring or requiring parent/community involvement.

Setting

Every PEP/CI Workshop is held in a quasi-rustic location amenable to the rapid development of a learning community. At the site, informal recreational opportunities are very important. Just as important, however, is the absence of televisions, bars and other distractions. (These distractions are never "too far" away when truly needed!) All participants are expected to reside at the workshop site in order to take advantage of evening sessions and the many benefits of interacting during "informal hours."

Schedule

No definitive schedule exists prior to the commencement of each PEP/CI Workshop. A schedule emerges during one of the opening sessions devoted to agenda building.

Though the sequence of events and focus of each PEP/CI Workshop has varied, the basic framework has remained the same as described in the following chart:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	Agenda Building Parent Inv. Info. Outline of Requisite Skills Skill Building	Training Design Info. Group Process Analysis	Participant Practice Sessions	Participant Practice Sessions	Transitions from Workshop to Job & Community Evaluation Closure
WELCOME Introductions	Ice Breaker Games	Group and Community Dynamics Games		Celebrating Each Other	

Facilitators

PEP/CI Workshops are facilitated by two-person teams. Each of the trainers must have had the following experience: a) parent/consumer of educational services; b) parent/community worker, with community organizing experience; or c) trainer/adult educator with parents and teachers. Co-trainers with different, though complementary, styles provide participants with broader modeling possibilities.

Content

Like most training activities, the PEP/CI Workshop addresses knowledge, skills and attitudes. Content will differ from workshop to workshop but usually includes these major areas: a) legislative and educational history of parent/community involvement; b) rationale for parent/community involvement; c) obstacles to involving parents in schools; d) small group behavior; e) the politics and psychology of parenthood; f) professional and institutional behavior; g) training design; and h) training methods.

Process

A major process emphasis at PEP/CI Workshops is modeling. It is anticipated that participants will observe the behavior of the facilitators and the elements of the environment which may affect learning.

Warm, friendly settings and personal welcomes are intended to create a climate of openness and comfort. Social interaction among the participants is supported and sustained in order to establish a high degree of trust. These efforts are **not** the "touchy-feely" gimmicks characteristic of the "New Narcissism." Each act is designed to be analogous to an effective means of working with parents, teachers and the community-at-large.

At various points in the workshop, the facilitators demystify as many of the process elements as possible. This is done to enable participants to recognize that their learning and "good feelings" are related to specific acts which may be modified and repeated in other group contexts.

A variety of training approaches are used during the course of the PEP/CI Workshop: lecturette style informational presentations; role playing; case studies; stop-action films; small group problem-solving; ice-breakers and interactional games; and practice "teaching." For the most part, however, the name of the game is Experiential Learning and it is played in several fields simultaneously.

Four phases precede the provision of parent involvement information and skill building: a) climate setting; b) self introduction including personal and professional goals for the workshop; c) goal agreement among the participants; and d) agenda building. During the next stage of the workshop, participants receive a moderate dose of information and experience relating to parent involvement and training design. About one third of the way through the workshop participants are ...ted to form training teams of two or three members. These teams will plan and implement a practice parent involvement training session utilizing the facilitators and other PEP/CI participants as "trainees."

The practice sessions will occupy the latter half of the workshop. The first task of each team is to select the kind of trainee toward which their practice session will be directed; for example, teachers, parents, or administrators.

Next, each team must work on its own to: a) specify the objectives of a 40-60 minute training session relating to parent involvement; b) determine appropriate content materials and training methods to be used; c) plan their teamwork and organize their activity or presentation; and d) conduct the session. During tasks (a) through (c), the teams will be encouraged to call upon the facilitators as "consultants" to the planning process. Each team will have access to a wide array of materials including audio-visual equipment, duplicating machinery, newsprint and markers, and various parent involvement handbooks and reprints from the library of the Center for the Study of Parent Involvement.

Each team will have an appointed time for its practice session. When that time arrives the facilitators let the other participants know what "trainee" roles they are playing and in what context. For example, after consultation with the training team a facilitator may say: "When Team A enters the room we shall all be teachers attending the second of four Tuesday afternoon inservice sessions on parent involvement at our elementary school; we all know each other well and our interest in the topic ranges from enthusiasm to cynicism."

When Team A actually enters the room it is their job to set the climate, obtain goal agreement, and specify objectives as though we really were a group of teachers at the second of four inservice sessions. Our job as "teachers" is to play those parts fully with enthusiasm **and** cynicism, affinity **and** isolation, assertiveness **and** passivity, as though we really **are** a group of teachers at the second of four inservice sessions on parent involvement!

At the conclusion of the practice session (which the facilitators may have to curtail when 60 minutes is reached), Team A will experience two levels of evaluation. First, the "trainees" will provide feedback on how it felt to be participants in that "second of four inservice sessions." They will also tell whether or not the team's objectives were achieved. Secondly, after the facilitators instruct the "trainees" to revert to PEP/CI participants, Team A will receive criticism on the design, methodology, climate, and sequencing of their session.

Each team goes through the same process. By the conclusion of the PEP/CI Workshop, participants will have had one opportunity to conduct a training session, and from six to ten opportunities to observe and criticize the practice of their peers. (The number of observational opportunities depends upon the number of PEP/CI participants and the size of the training teams.)

Concluding Remarks

I wish that it were possible to assess the impact of the PEP/CI Workshops on the basis of sound and consistent third-party evaluation. Participant response has been very positive and the facilitators have observed growth during the sessions in the areas of participant self-assuredness, knowledge, and skill.

We have been fortunate to observe several former PEP/CI participants "in the field" and have been gratified to learn of their accepting and meeting new training challenges.

The PEP/CI Workshops have been offered twice a year for four years. To our knowledge it is still the only effort to equip trainers with the knowledge and skills to prepare educators for parent/community involvement. The need is great and we expect to continue PEP/CI Workshops for several more years.

As soon as schools of education take on the tasks of training educators for parent/community involvement we'll retire with Obi wan Kenobi and the other Jedi Knights...

Interaction and Involvement

Earl Schaefer and Paula Clarke
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In opening the presentation, Paula Clarke stated that the research team wanted to develop a model for parent involvement that would provide a global approach to involving parents in their children's education, both at home and in the school. In developing the model, Clarke said, the research team wanted to include as many elements as possible. The rationale for this was that different kinds of parents would work with their children in different ways. Also, teachers would need a variety of approaches in reaching children and their parents.

There were four school systems involved in the project, including rural, rural-and-university community, inner-city, and suburban-rural populations.

The second presenter, Earl Schaefer, discussed the rationale for the research project. He emphasized that education is a life time—life space effort, extending from birth to death and not limited to the classroom.

Previous studies, such as the Coleman Report, indicated that the school provides a necessary and important aspect of a child's education, but that in and of itself, the school is insufficient. The additional elements needed are the child's family and community. According to Schaefer, parents provide the greatest set of resources available for the education of the child.

Schaefer indicated that educators are faced with the challenge of learning to work with parents—and he noted that there is no single correct way of pursuing this task. Techniques which he suggested for improving educator/parent interaction include improved communication, cooperation, and collaboration.

The question for the parents is "How can you help your child in school?" This might well be the starting point for parents and teachers to develop an effective dialogue.

One of the ways parents can help is by engaging in shared activities with the child. The Schaefer study showed that in families where parents talked with their children about their own childhoods, friends, and jobs the children were doing well in school. This finding seemed to emphasize the need for home language stimulation to ensure school success. The study also indicated that in families where parents shared activities with their children, such as gardening or working in the kitchen, the children, again were doing well in school. This all seemed to relate back to a model of primitive basic education, in which the child learns spontaneously through sharing and talking about activities with his/her parents.

Schaefer noted that the common approach to educating children has been to look at their weaknesses and then work on improving skills in those areas; he suggested a different strategy, proposing that the education focus on the child's **strengths,** instead, and help the parents and child develop those aspects to a greater degree. This approach Schaefer says, should lead to a

less destructive means of helping parents and children in an educational program.

Schaefer also indicated that educators can work with parents concerned about their children's education by helping the parents improve their teaching skills. He pointed out that, just as one would not expect teachers to teach without adequate training, we cannot expect parents to do the job at home without training. An educational support system would help the parents fulfill their teaching role in the home.

Educators will have to decide whether or not the schools are going to be a part of this support system. Schaefer views this as a basic question and implies that educators have a social responsibility to try and change home education, especially in the areas of child-rearing and family relationships. This is the challenge he sees facing the educational system today if the educational system is to be improved in the future.

Parent-Professional-Child Interaction and Involvement

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1. The Model

Research on parent and professional involvement and interaction in the care and education of children shows promise of contributing to understanding of child development and to parent-centered education programs. Extensive research shows that parents are influential in the child's intellectual development and school achievement (Cullen, 1969; Dockrell, 1964; Douglas, 1964; Hess, 1969; Schaefer, 1972; Wylie, 1963). Research on parent-centered early education programs (e.g., Gray, 1971; Karnes et al., 1970; Levenstein, 1970) and research on involvement of parents in the solution of behavior problems of children (Brown, 1971; Johnson & Katz, 1973), as well as recent interpretations of parent involvement that include the parent as student and as teacher (Buchanan, Hansen & Quilling, 1969; Hess, et al., 1971; Della Piana, et al., 1966), suggest the need for more detailed research on parent-professional involvement and interaction.

Figure 1 suggests that characteristics of parents and teachers influence both their direct involvement with the child and their interaction with each other.

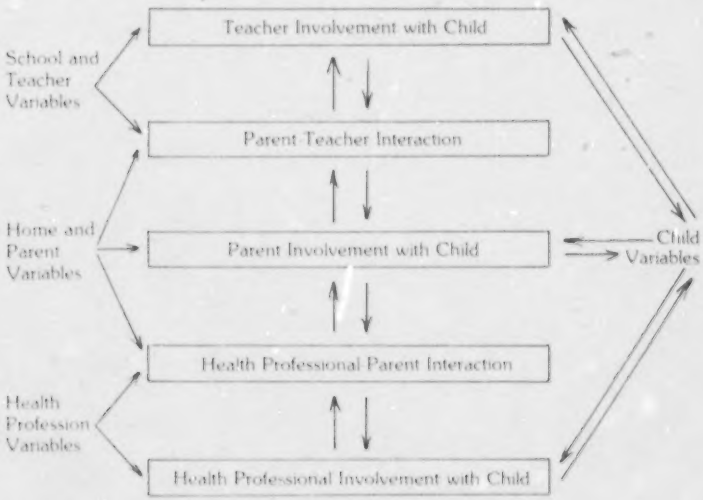

Figure 1. A Model of Parent Professional Interaction and Involvement

Vectors between involvement and interaction suggest that parent and professional involvement with the child is influenced by parent-professional interaction (i.e., parents influence teacher involvement and teachers influence parent involvement with the child). Finally, Figure 1 suggests that parent and professional involvement influences child development and that the nature of the child's development influences parent and professional involvement and interaction.

Educational writers often propose that children will not be able to respond effectively to school programs and instruction without close, cooperative relationships between family and school (see, for example Brembeck, 1971; Reeves, 1963). Discussing the importance of school-family relations, Getzel (1969) indicates that discontinuity among holders of different roles, in their perception of a given role, is a potent source of discord. Conflict can arise from differences in personal characteristics and incongruent interpersonal perceptions. Brembeck (1971) also discusses the influence of continuities and discontinuities between the reciprocal perceptions of parents and teachers upon family and school relationships.

Discontinuities exist between teachers and parents when role expectations are ill-defined, vague, and perceived differently (Brembeck, 1971; Friedman, 1968; Havighurst & Neugarten, 1973; Khan & Weiss, 1973; Sieber & Wilder, 1967). That improved communication would have positive effects is supported by several studies (Buchanan, Hansen & Quilling, 1969; Schroeder, 1971), including Friedman (1967), which shows that parents who have more information from the school are more supportive and less critical of its goals and practices than are parents with less contact.

Previous studies of the effects of parent-teacher interaction on child development have focused upon the intellectual development and academic achievement of the child, with less emphasis upon social, emotional, and motivational variables. However, Douglas (1964) reports that parent interest in the child's education influences academic achievement almost entirely through the relationship between parent interest and the child's ability to work and to persevere at his or her studies. Therefore, this project investigated the relationship of different indices of parent-teacher interaction and involvement to major dimensions of the child's classroom behavior, as well as to intelligence and achievement. Specifically, data on parent attendance at parent-teacher conferences and data on parent and teacher interaction and involvement in the child's education at home and school were correlated with child behavior ratings of task-orientation, hostility, and extraversion, and with standard test scores. Significant correlations were predicted among parent-teacher interaction and involvement indices and the child's task-orientation, intelligence, and achievement test scores (after controlling for other family variables).

Interviews explored the teacher's and mother's views of their interactions with one another and of both parent and teacher involvement with the child's education in the home and in the school. The research focused upon the parent's role in the care and education of the child in the family.

For the intervention study, a multi-element parent-involvement model was developed with the parent seen as crucial to the child's motivation to succeed in school; the school's role was perceived as being one of support for the

parent's work with his/her own child. The following objectives were established:

Child

1. Increase achievement.
2. Increase adaptive behavior.
3. Increase satisfying contacts with adults in family.

Parent

1. Increase parent teaching behavior.
2. Increase parent self-esteem and sense of efficacy.
3. Increase parent consciousness of role in child development.
4. Increase parent-teacher communications.
5. Increase support for teachers and school.
6. Increase parent involvement in classroom activities.

Teachers

1. Increase activities supporting parent involvement.
2. Increase skills in working with parents.
3. Increase consciousness of role in teaching parents.
4. Increase conciousness of parent's role in education.
5. Increase confidence in relating to parents.

School System

1. Increase principal support of parent involvement.
2. Increase school-sponsored group activities promoting parent involvment.
3. Increase commitment of school system to parent involvement.
4. Increase P.T.A.'s focus on home.
5. Increase pre-service and in-service education in parent involvement.

The program elements described below were borrowed from the effective components of other parent-involvement models (primarily Ira Gordon's Follow Through). Because this model was developed to include services for a diverse population, multiple elements were included with the expectation that different kinds of families would access information through different service delivery mechanisms.

Teacher Workshops and Consultations. An introductory workshop was held in which background research information on the influence of the home on a child's school performance, practice in skills involved in communicating with parents, and efforts to help teachers understand parents' concerns were presented. Learning activity materials were delivered to teachers and discussed with them. Other program elements were described and discussed. When teachers desired, help was offered in organizing parent classroom-volunteer training programs.

Parent Meetings. Meetings with parents of children in program classes were conducted approximately once a month. All parents were invited, and topics were chosen by parents from a list submitted by the program staff. Meetings were chaired by the program staff. Materials were delivered directly to parents.

Home Visits. Trained, paid home visitors made bi-weekly visits to homes of a sub-sample of children (N = 20). Homes visited were selected because of parents' inability to attend parent meetings, children's low TOBE scores, and other indicators of need (e.g., teachers' perceptions).

Parent Library. Books, articles, and related materials dealing with child development were purchased or reproduced by the program and made available to parents through school libraries.

Principal Consultation. Continuing explanation and enlistment of principal's support in program schools was desirable. The activity consisted mainly of informal, approximately bi-monthly meetings with the program staff.

Materials. Materials were selected and developed according to the following criteria: appropriate age level, interest value, simplicity (of materials and instructions), and versatility (lends itself to modifications by parent to facilitate greater individualization). Materials were borrowed largely from Ira Gordon's Florida curriculum, as well as for other sources (Seay & Brown).

2. School Settings

The parent-involvement consultant to the schools model has been implemented in four unique schools located in four different school systems in central North Carolina. These schools can generally be characterized as follows:

1) School A: Located in a small Southern town in a farming and textile community. This school could be considered rural; it serves a traditional community of people who, by and large, have been born and raised in the area. However, with the town's close proximity to a sophisticated and growing university community, new housing developments serving faculty families have added a new group of pupils to this school. The principal has served in this school for many years. He believes in firm discipline, and feels that taxpayer support of public education justifies their reliance on professionals to do the complete job of educating their children. There is no PTA in town; there once was, but inadequate parent attendance at meetings resulted in disbandment of the organization seven years ago.

2) School B: An extremely rural school serving a largely poor farming community, with a principal who is greatly respected by the community. Children are bused over long distances to this school, making parent contact in the school difficult, at best. The population attending the school is relatively stable. There is a functioning PTA.

3) School C: An inner-city Southern school, located in a black community whose population has been relatively stable, at least over the past two of three generations. Many of the parents of current students attended the school. Because the city's population is predominently black and because wealthier white families send their children to private schools, the school population is about 95% black. Although the school currently serves grades K-3, in past years is has served grades K-6. Violence had been a problem and teachers report having taught behind locked doors. Both the principal and teachers, while expressing commitment to the parent-involvement concept, expressed pessimism about parents' interest and ability to participate in their children's education. There is a functioning PTA that is well-attended when there are performances by the children.

4) School D: Located in a rural area, but it serves a combined suburban-rural population. Children are bused considerable distances to this school.

The principal is young and was extremely supportive of program efforts. Not only did she attend parent meetings, but she babysat for children during the meeting when necessary as well.

The Do's of Implementation

1. Secure commitment of all participants by specifying exactly what they are expected to do and for what period of time. (e.g. If parent meetings are held for all parents, expect low attendance; however, if parents have agreed to come to a specified number of meetings in exchange for a certain service, attendance should be higher.) This also ensures that misunderstandings about expectations of people involved will be minimal.

2. Involve participants in planning any program element being implemented. This may be accomplished through the establishment of a citizens' advisory council (Gordon, 1976), through consultation with interested people, and through a general needs assessment of the population being served.

3. Expect that different kinds of families will need and access different kinds of parent involvement activities. Middle-class families, for example, may prefer to be involved directly in the school. Some families may be comfortable in group settings and enjoy participating in discussions. Others might need direct, individual person-to-person contact through home visitors.

4. If you are training personnel, such as home visitors, allow ample time for training and continuous consultation.

5. Choose materials that are closely related to the teachers' classroom objectives. Make sure that parents and teachers regularly compare notes, either directly, or through the home visitors. Materials can be adapted for use by parents from the regular curriculum; in the case of younger children, many materials are already in existence. They will need little modification, other than to be adapted to fit in with the teachers' objectives.

6. Emphasize that the parent is ultimately responsible for his/her child's development.

Constraints

This general model is applicable to elementary school settings. It should be noted that different kinds of families prefer receiving information in different ways. For example, middle-class families tend to prefer printed matter while lower-class families prefer direct communication with friends and family, as well as from TV. Type of media preferred, as well as informational needs, should be taken into consideration.

A major constraint in implementing any program is cost. Several steps can be taken to keep cost at a minimum: a) retain existing personnel (such as home-school coordinators, teachers aides) and use teachers as home visitors; b) make sure that any materials parents need to use at home are inexpensive and readily available in most homes; c) include cost of paper and any duplicating expenses in the budget. Although parent-centered intervention may be a more cost-effective approach than continuous child-centered intervention, it does cost something.

Parent resistance is to be expected. It is not so much a constraint as it is a reality in many cases. Home visitors must be flexible and willing to adapt their schedules to the parents' convenience. Home visitors must be sensitive to parent needs and expectations, must attempt to determine the reason for parent resistance, and must determine whether the program has anything to

offer a given parent. We have encouraged home visitors to persist until they feel confident that the parent understands the program and the committment being asked. Once the service is clearly understood, the parent has adequate information on which to base a decision to participate or not to participate.

Future of the Model

Individualization of instruction in schools will serve to facilitate the implementation of this model. It will facilitate communication with the parent about "his/her" child's strengths and "his/her" child's instructional program. Appropriate areas for the parent to work on with his/her child can more easily be identified. One of the most frequent criticisms parents have made about the activities sent home has been that they lack individualization. Parents want to know that they are working with their children on activities that represent particular needs of their own children.

Interface With Other Community Agencies

Through home visitors or by direct parent-teacher contact, the school will acquire in-depth knowledge of family resources and needs. This will make the school a useful participant in the recommendation of community services for a given family. In addition, there is a direct link between this model and other community learning centers, such as the public library bookmobile or health clinic waiting room. All of these settings offer opportunities for the dissemination of child development information and activities and make home visitors available to answer questions and provide guidance about effective strategies for teaching young children.

Parents Are Teachers Too

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"Parents are Teachers Too," as a model, evolved from the Head Start era with its focus on parent education. The model was based on the work of Earl Schaefer, who, along with others, reinforced the idea that parents are their children's most important teachers. The model evolved from the question: How can parents and teachers work together to help children become competent adults?

The four basic assumptions upon which the model was built are: a) the early years of a child's life are critical to his development, b) intelligence is not a fixed entity, but evolves from individual interactions with the environment, c) the rate, quantity and quality of growth differ with each child, and d) there is continuity in development and, therefore, there should be continuity of school and home experiences. These assumptions support the concept of the parent as the child's most important teacher. Continuity occurs when effective parenting and teaching mesh. This is a goal for optimum growth and development.

As a result of these beliefs, a number of assumptions were made concerning parents: a) they are capable of improving their interactions with children, b) they can learn basic teaching skills, and c) they have the ability to implement learning tasks during everyday interactions with their children.

Although this model was originally developed for use at a preschool level, elementary and secondary students continue to need skill development in areas such as creative expression, attention, and social emotional growth. From the parental perspective, help is sometimes needed when dealing with the changes in children's behavior brought on by the development process. For example, parents need to know that a certain amount of rebellion is normal as children become more independent and prepare for adult roles. Sharing feelings about this may help parents continue to view the process in a realistic perspective. Parents need not take rebellion personally – such an outlook often results in alienation – but rather should continue to build on positive communication opportunities.

The four main roles of the teacher in the Parents are Teachers Too program are: 1) to encourage participation, 2) to fit the child's level of skill development with the activity designed for interaction, 3) to use a group format to encourage discussion of materials preparation, and 4) to reinforce and support parents as teachers.

Children whose parents have participated in Parents are Teachers Too programs have shown gains in IQ scores and more positive self concepts. Parents, too, have gained in feelings of self worth. The conclusion might be

that the interaction and support provided through the parents program helps parents become more confident and at ease in their parenting behavior. These good feelings then rub off on the children, helping them feel better about themselves and making them more willing to interact with the social and physical environment.

Overview of the "Parents Are Teachers Too" Program

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The home is accepted as the child's first and primary learning environment. Educational programming, therefore, has increasingly focused on parent and parent-child dimensions of early development. Early childhood programs with such parental foci have reported significant gains in children's intellectual measures. Of equal import, however, may be the potential impact of these efforts on the **social** and **affective** behavior of participating children. The expectations, values, patterns of control, and affective atmosphere of the home immensely influence the course of the child's social and emotional development and have implications for intellectual development. Parents, by increasing their knowledge base and by gaining greater confidence or a sense of control over the parenting role, can make changes in this primary environment of the home to increase its value as a supportive environment for human development.

The Parents Are Teachers Too (PTT) program was developed at Michigan State University as an aid to the preschool teacher in increasing the amount and quality of parent-teacher and parent-child interaction. The program has now been field tested and evaluated in rural and urban settings with a broad range of preschool and day care populations. Four separate studies involving over 400 children have been completed since the initiation of the program in 1968. Significant differences across treatment conditions have been evidenced in each of these studies.

Although the PTT program is presently geared for parents of preschool children, the model and underlying philosophical base is appropriate to provide structure for parent-school involvement at any level. Educational activities and topics of interest must change to correspond to the needs of individual sets of parents and children. The program format may be modified for different situations, but the underlying philosophy—that parents are teachers—is a key, fundamental, unchanging feature of this model that is applicable for parents and teachers of children at any age.

Overview of Program

The primary goal of the program is to assist parents in enhancing their role as primary teachers and socializers of their children. Working through the child's teacher, activities and techniques of interacting with young children are presented to parents, providing them with concrete materials and procedures to increase the vitality of their interaction with their children at home. A second goal is that of increasing parent-teacher collegiality by providing a specific content-oriented process for parents to interact with the

teachers in the school or day-care center. An important link between the child's world of home and school is formed through the establishment of parent-teacher communication bonds and an attitude of functional teamwork. Such a linkage, it is hoped, will form a pattern for the families' future interactions with the educational system. The general objectives of the program are:

1. To increase the vitality of the parent-child interaction with the parent-made materials that are designed to achieve specific learning goals for the child.

2. To increase the communication between the teacher or professional and the parent that enhance the parent's self-identification as his/her child's most important teacher.

3. To increase the child's social, intellectual, and perceptual-motor skills.

4. To stimulate growth in the child's social behavior by increasing positive interaction and a more positive self-esteem for both the parents and their children.

The PTT program consists of a series of parent workshops conducted by teachers at the site of early-childhood programs. During these workshops, teachers work with the parents in an informal setting, formulating activities and developing specific materials which the parents then use with their children at home. The link with school activities is carefully outlined and all materials used are constructed by the parents. While completing the workshop, parents have an opportunity to interact, they share ideas, problems, and issues of concern. It is suggested that teachers build upon informal discussions to explore parents' questions about common child-rearing concerns. A series of "Communication Tips" are included in the Teacher's Manual to provide topics and resources for such discussions.

A developmental learning model is the basic foundation for the program. The developmental approach emphasizes that much of the learning in early childhood is spontaneous and comes to the child in many ways. Physical movement and life experiences provide the first vocabulary for the child. Seeing, touching, tasting, smelling, and manipulating tell him/her what the world is like. The crucial modality of the young child is play behavior. To the child, play is essentially a research activity or an internal transactional process. Through play, the child is capable of exploration, revision, renunciation, and replacement of thoughts. In play, the child can manipulate objects, events, and even people with less restriction than is imposed on adults. Therefore, play provides not only a means for practicing, consolidating, and assimilating what one knows, but an opportunity to challenge or revise that knowledge, as well.

To maximize the learning value of play, a thoughtfully prepared environment is needed, an environment with space, freedom, challenging materials, and satisfying interactions with which to explore and experiment. Further, it implies that parent and teacher understand how patterns of thought and commensurate language abilities develop in the young child so that these skills can be supported through structured and routine interactions. This is, of course, the basis for this specific developmental approach.

The PTT program is based on the assumption that children's affective, as well as cognitive, development is promoted optimally when they are presented interesting and challenging activities. These activities require the

child to be actively involved with the game materials and to combine sensory experiences with memory to draw associations, develop conceptual labels, and assimilate new inputs.

The activities in this program have been chosen for their versatility and adaptability to a wide range of children's interests and ability levels. Materials are designed to be easily constructed, inexpensive, and of high appeal to children. We have found that the games are of special delight to the children because "mommy (or daddy) made it for me." Although materials are made largely from cardboard and were initially expected to have a short "life", parents have reported that after months of use the materials are still intact.

The teacher's roles in the PTT program include: (1) organizing the workshop, gathering materials, and informing and encouraging parent attendance; (2) helping parents select and prepare specific activities that are appropriate for the interests and ability levels of their children and that supplement what the children are doing at school; (3) developing an atmosphere in which all participants – parents and teachers – are encouraged to exchange ideas, question procedures, and challenge each other's perceptions of parenting; and (4) reinforcing parents for positive changes observed in children's behavior or in parent's attitudes and initiative (the most powerful reinforcement for parents, however, will be in the children's enthusiasm and delight in "Mom and Dad's" attention, initial reactions that can help develop more long term trusting, positive patterns of parent-child interaction).

Evaluation Summaries

1. Initial Study

The initial study incorporated a pre- and post-testing design to ascertain the effects of the 12 week parent training program upon the language, intellectual, and self concept performance of the children involved. Seventy two families from six experimental Head Start classes in rural Michigan were selected for the testing sample. The six classes were randomly assigned to one of the three treatment groups: developmental language treatment (PTT), structured language treatment (Hawaiian program), and placebo (or traditional workshop) treatment. A control group was also tested.

Measurement instruments included: (1) the Wechsler Preschool and Primary Scale of Intelligence, (2) Brown IDS Self Concept Referent Test, (3) the MSU Self Social Constructs Battery, (4) The Hess and Shipman Mother-Child Interaction Test, and (5) the MSU Tell-A-Story Test. Variables were submitted to a 2 × 3 analysis of covariance model, with Head Start eligibility and treatment as independent variables. (This procedure sets initial group differences equal to zero to test for differences among groups on the post test scores.)

The results indicated that children whose parents participated in the language training treatments increased in language skills. Language treatment groups performed significantly better than the placebo group ($p < .03$) on the Verbal IQ subscale. These children gained an average of 6.3 IQ points as compared to the placebo group (+ 1.34 IQ points) and the control group (– 3.54 IQ points).

On a measure of mother child interaction, mothers trained in the two language programs used significantly more specific language in explaining tasks to their children although the structured group used significantly more nega-

tive reinforcement ($p < .05$) while mothers in the PTT group used more positive reinforcement ($p < .055$).

An analysis of the MSU Tell-a-Story Test indicated that mothers in the two language-treatment groups were found to use more words ($p < .03$) when telling stories to their children. Mothers in the PTT treatment group also used more complex language patterns ($p < .04$) than mothers in the structured and placebo groups. Interestingly, disadvantaged mothers in the specific-language groups were found to use an equal or greater number of complete sentences than advantaged mothers in these groups. However, disadvantaged mothers in the placebo group used fewer complete sentences than advantaged mothers.

An area of particular note in these results was that of children's self-esteem. The children in the treatment groups showed an increase in positive perceptions of how their mothers viewed them; the same children also showed a rise in positive perception of how **they** viewed **themselves.**

These initial results were encouraging in that they indicated to us that a specific content-oriented, short-term parent education program could indeed achieve change in both parents and children.

2. Urban Replication

Following this initial work, a second study was initiated with an urban population. The content of the PTT lessons was expanded to include a perceptual motor-development emphasis. These lessons were designed to promote the child's s active exploration of the physical and social environment.
As in the first study, a sample of six Head Start classes was invoived and again, the the classes were randomly assigned to treatment and control groups. A total of 34 parent-child dyads were tested in each experimental and control group.

The maze subtest of the WPPSI ($p < .05$) and the self score of the Brown IDS Self-Concept Referent Test ($p < .017$) contributed to a significant multivariate test of differences between the treatment and control groups. Children in the experimental groups had higher scores.

3. Comparison of Incentives

A third study of the PTT program focused on the usefulness of varying incentives in the initiation and maintenance of parental involvement in parent education programs; the study also examined the impact of the program on child development.

Motivating parents to attend parent-education workshops is never easy. This is a particular problem for day-care programs. It has proven difficult to get working parents to attend meetings at the day-care center on a regular basis, or to get them to participate in more extensive ways.

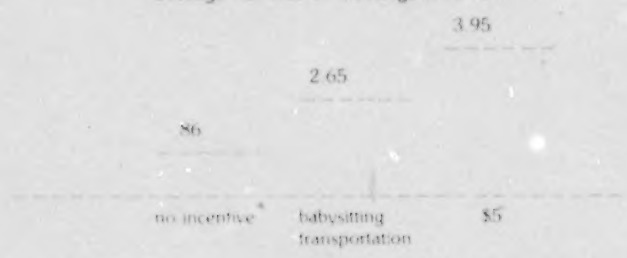
Three incentive conditions were used as treatments in the study. The first involved the provision of a small monetary incentive ($5) to families who attended. Under the second, babysitting and transportation services were provided. The third was a control, or no-incentive, condition. Parents Are Teachers Too was the program offered to the parents.

The sample consisted of six small-to-medium-sized urban day-care centers in lower Michigan randomly assigned to treatment conditions. Approximately 249 parent-child dyads were included in the data-collection procedures. The dependent measure again included the Brown IDS Self-Concept

Referent Test and the Hess-Shipman Mother-Child Interaction Test (Toy Sort).

A unique feature of this study was that all available mother-child dyads were tested before **and** after the program was carried out, regardless of whether they attended or not. Therefore, comparisons between attenders and non-attenders within the same centers were possible. Again, an analysis of covariance model was implemented.

Results indicate that there was significantly more attendance under the incentive conditions than under the no-incentive condition ($p < .001$), with the greatest number of families attending under the $5 incentive condition. Likewise, highest attendance was maintained for four or more meetings under the $5 incentive condition, and lowest attendance came under the no-incentive condition.



Significant multivariate differences were evidenced in the child's self-esteem under incentive conditions ($p < .0001$). On both the self and mother referents, the children from the no-incentive condition group had higher adjusted post self-concept scores that did the children from the incentive condition groups.

Cell Means Brown Self-Concept Referent Test

	Pre Self	Post Self	Pre Mother	Post Mother
$5	11.48	8.30	11.85 *	* 8.59
B.T.	11.13	11.76	10.61	11.67
NO	11.45	11.93	11.14	12.10 *

In an analysis of attendance by incentive, under all incentive conditions, the children of parents who **attended** had **higher** post self concept scores than did the children of non-attenders. These are interesting results, in that the children of those parents who attended the Parents Are Teachers Too programs had more positive feelings about themselves than did children of non-attenders within the same centers. An important result of this study was that although attendance may have been stimulated by the provision of incentives, the children of those parents who came **without** incentive evidenced the greatest positive change in self-esteem. Personal motivation was seen to be a possible catalyst in aiding parents to take advantage of the educational

inputs and thus feel more confident and secure in their parenting roles. Such positive attitudes would be conveyed to the children in the form of more positive interactions between parents and children.

4. A Comparison of Parent vs. Classroom Programs

The most recent study of the Parents Are Teachers Too program was designed to compare the effects of supplemental classroom programs with the effects of supplemental parent-education programs upon the ongoing day-care experiences of children 3½-to-5 years of age. Again, of particular interest were changes in the children's self-concepts; also investigated were changes in friendship choices and associations, sociometric status, and heterogeneous peer group involvement as a result of the 12-week intervention effort.

In this study, the four treatment conditions were:

T_1 = children in day-care centers which have supplemental classroom activities—MSU Sociodramatic Play Curriculum

T_2 = children in day-care centers which have supplemental parent-education programs—Parents Are Teachers Too

T_3 = children in day-care centers which have both the supplemental classroom and parent programs

T_4 = children in regular day-care center programs (control)

Eight relatively large (70-166 children controlled) day-care centers from large urban centers in lower Michigan were randomly assigned treatment conditions. A hetergeneous sample of both black (28%) and white (70%) families were involved, equally divided between low and middle social economic groups (as determined by head-of-household's education, occupation, and source of income). Approximately 200 children's data were complete and available for data analyses.

The measures used to collect the pre- and post-test data included the Brown IDS Self Concept Referent Test, the Play Situation Picture Board Sociometric, the Classroom Socio-observation, and the Observation of Socialization Behavior (Revised OSB).

An analysis of covariance model was implemented with Treatment, Sex, and Social Economic Status (SES) as independent variables, two centers nested within each of four treatments.

On the self-concept measure, a significant Treatment X Sex X SES interaction was evidenced ($p < .0473$). Both males and females in the Low-SES, PTT (T_2) group had the highest adjusted post self-concept scores. Mid-SES children in this treatment condition had moderately high scores, but not as high as males in the classroom program or females in both programs. This was important since mid-SES children usually have higher self-concepts than lower class children.

Also, children receiving the parent program treatment exhibited the least amount of adult dependency during the classroom observations. They had the highest autonomy scores of all groups and expressed more positive emotions in the play setting. They responded in an accepting manner more than a rejecting manner significantly more than other groups and had higher responsivity scores to peer's initiations.

These results confirm those of earlier studies and suggest that even short-term efforts to increase parental interaction with the child's school can have an impact in effecting more positive emotional and social states in children. These changes are reflected in children's increased self-concept, autonomy, independence of adults, and social competency. Both classroom programs focusing directly on social-interaction skills and parent programs emphasizing parental support and reinforcement of the child's interaction with the physical and social environment can have positive effects on children's social attitudes and styles of interacting with peers.

Summary

Parents Are Teachers Too is a parent-education program. The manual that is presently being disseminated is basically a curriculum guide, an overview of a way in which early childhood educators can involve parents in their children's education and development. The specific content of any one PTT program is a unique blend of the suggestions presented in the manual and the adaptations and additions incorporated by the staff coordinating the program. The program can be adapted for a variety of audiences and a variety of content areas. The manual should be used as a foundation from which to build unique programs suited to the needs of specific groups.

Because of this individualization of the program, variation in outcome measures during program evaluation are to be expected. But, interestingly, some trends are evident from the evaluations that have been reviewed in this paper.

1. Children of parents who attend PTT workshops evidence positive changes in their behavior.

2. When language activities are the focus of attention in the PTT workshops, children's verbal IQs increase; when psycho-motor activities are stressed, children's problem-solving and manipulative skills improve; when general development is stressed, children's self-concepts and relations with peers show positive change.

3. Children's behavior changes most when parents attend regularly and thus are motivated and enthusiastic. The atmosphere of the center in making parents feel important and wanted is critical to achieving this interest.

4. Services such as babysitting for all the children, transportation, and, probably, refreshments aid in securing attendance.

5. The workshop format in which parents and professionals actively make materials, practice using materials, and explore questions and problems in an informal manner is basic to the PTT and stressed as an effective setting for information transmission and attitudinal change.

In order for the PTT program to be effective, both parents and staff need to be committed to the idea that parents are teachers. Teachers and professionals can be catalysts in aiding parents in recognizing this task. They can provide ideas of appropriate activities for different learning tasks, help parents solve individual problems with their children's development, and most importantly, reinforce parents for their active involvement with their children. Teachers can help parents be teachers too!

Skill Development

Listed in the chart below are the kinds of skills children will be developing while playing with the materials created at the PTT sessions. All of these skills are also ingredients for future **practical** and **academic** experiences of the child.

Basic Skills	Application
1. **Creative expression**—self-expression in total functioning, but also through art, music, puppets, science	The child who is motivated towards **creativity** is more likely to be **flexible** in dealing with daily encounters and problems.
2. **Attention skills**—observing, questioning, simple hypothesizing, reasoning	Good attention and discrimination skills prepare him to seek out important information in new situations more accurately.
3. **Discriminative skills**—auditory, visual, tactile, olfactory, and gustatory discrimination; clue awareness; matching and patterning	
4. **Concept acquisition**—color, community places and people, shape, size, texture, classification, opposite-alike, time, space, amount	Through concept development we are able to organize information in the larger world around us. **Internalizing concepts** through discovery requires **understanding** and thereby promotes "fact finding" and a scientific approach to problem solving.
5. **Fine-motor development**—manipulative skills, hand-eye coordination and control, directional movement, left-right sequencing	**Fine motor skills** proceed success in handiwork, penmenship and reading.
6. **Verbal expression**—vocabulary, conversation skills, labeling-verbal expression for symbolic representations	**Verbal-expression** competencies determine to a great extent how **accurately** we **communicate** our ideas, thoughts, and needs, thereby influencing our success in interpersonal relationships.
7. **Social-emotional development**—affective outlet and expression, leadership, initiative, adventure and risk, privacy, social contact, cooperation, tolerance, pride	The social and emotional development of a child is essential to his perspective of himself and the world around him. It influences how, what, when, and where he will become involved.

Activity Adaptations

Activity:
Grocery Shopping

Age Level	Concept Acquisition Verbal Expression	Reading and Writing Skills	Number Concepts	Decision Making
1 2 3	Adult labels objects, colors, shape, size, temperature verbally for young child Child repeats quality after adult identifies Child begins to identify characteristics and adult assists in relating these to provide experiences	Recognize familiar symbols (Tony, the tiger, K Mart)	Recognize large and small objects	
4	Ask the child to tell adult one characteristic of an item, varying the characteristic Mystery game tell the child what you are looking for in a particular aisle and have child help adult spot it, begin with items or characteristics the child is very familiar with Have child get small items they can reach and hand them to you to put in cart, while describing, begin using vocabulary for differences	Adult labels letters on various packages for young child Child repeats letter after adult Each shopping trip is geared to finding a particular letter	Adult labels numbers on packages or in store for young child Child repeats number after adult Find a particular number throughout the store on a visit Relate number of items (buns) to number in family	Have child help make shopping list by drawing or pasting pictures of items

Age Level	Concept Acquisition Verbal Expression	Reading and Writing Skills	Number Concepts	Decision Making
5, 6	Have child match coupon to actual items.	Spell item you want, show grocery list to match, and offer limited shelf space to find item; begin easy (Cheer, Tide) and as he succeeds consistently make the activity more difficult (spaghetti, split pea soup)	Begin simple unit pricing concept by selecting cheaper can or box and showing the child what you are doing--this begins exposure to larger numbers (Is 49¢ greater than 52¢) Begin estimating the cost of 2 or more items (round off) Recognize coins.	Allow the child to choose between two items (when the adult can accept the choice) i.e., cereal, juice, soup; verbalizing her rationale
7, 8	Tell the child the name of item and/or cost and have him/her find it within limited space	Have child bring short grocery list as adult spells it (if needed) and read it to adult while shopping (use pictures when necessary)	If calculator or punch adder is available, let the child keep a running total (begin with items in one aisle) Compute new price when coupon is provided Add coins	Given a limited shopping list, and limited amount, child choose items family (bread, milk, and bananas)
9, 10	Have child compare packaging and food forms (fresh vs frozen)	Have child help keep a list of items needed at the store (things used up and/or menu planning list)	Start making change	Plan menu for one meal (and help prepare) deciding what you will need to buy

Each task builds on skills acquired previously; therefore, if a task is too difficult, the adult needs to return to previous skills until the child has mastered them. Begin each activity as simply as possible.

Creating Alternatives Worksheet

PTT Workshop

I. What specific conditions or problems exist in your school or community that indicates a need for increased parent-teacher interactions?

II. What are some alternative approaches for parent involvement? (adaptations of the PTT format)

Conditions	Constraints	Approaches

Developing Parent-Teacher Learning Activities

PTT Workshop

Learning Objectives	Age	Theme or Format of Activity	Description of Activities	Key Materials Needed
(example) To increase functional Reading	7 12	Newspaper Scrapbook of The Detroit Lions	collecting clippings organizing scrapbook sharing information monitoring standings	newspapers newsprint or computer paper magic markers

Parent Education

Pat Olmstead
Parent Education Program, University of North Carolina at Chapel Hill

The Parent Education Follow Through Projects were an attempt to expand upon and eliminate a weakness of Project Head Start—the lack of continuing support once the Head Start student had entered the school system. Of the 180 sites currently involved in the Follow Through Project, eleven have placed a major emphasis on parental involvement, and the home-school relationship.

In these districts, the emphasis is on the role of the Parent-Educator, usually a mother, who is paid for her efforts. The Parent-Educator spends half of her time in the classroom, participating in instructional activities, and the other half on home visitations. Her role is to coordinate the home school support mechanisms, with the ultimate goal of increasing the family's awareness and ability to foster a good learning environment.

Rather than perscribing a particular classroom strategy, there is an emphasis on flexibility. A variety of desirable teaching behaviors are made available to the parents. Evaluations indicate that the use of these teaching behaviors by the parents does lead to higher achievement scores. It should be noted that the home learning activities are not intended to provide remedial assistance. An additional benefit has been a noticeable vertical diffusion of skills to other children in the family.

Seventy per cent of the home visits are made during the day, with the remainder taking place during the evenings and weekends. There is no specified time limit placed on the visits. In some districts, special arrangements had to be made with the teacher's union to accommodate this flexibility.

A reanalysis of a widely publicized Follow Through evaluation which concluded that the "basic skills" approach to the schooling of poor children was superior to other methods (Abt Associates Inc., 1977) indicates that this conclusion is erroneous. The Parent Education Follow Through Program emphasizes more than achievement data. Pat Olmstead strongly suggests that persons interested in this area read the report *No Simple Answer: Critique of the Follow Through Evaluation* (House, Glass, McLean, Walker, 1977).

The Parent Education Follow Through Program[1, 2]

By
Ira J. Gordon

Rationale and Major Objectives

A considerable body of research literature indicates that a major source of a student's pattern of achievement and motives for achievement, as well as his personality structure, is the home in which he grows up. The behavior and attitudes of his parents, as well as the nature of the physical setting and materials provided, have a direct impact on his behavior before and during the school years. In particular, three elements of the home may be categorized: demographic factors (housing, income, ethnic membership), cognitive factors, and emotional factors. The cognitive variables might be further defined as the amount of academic guidance provided, the cognitive operational level and style of the parents, the cultural activities they provide, the amount of direct instruction they engage in, their educational aspirations, and the intellectuality they provide such as in books, magazines, and the like.

The parental emotional factors may be conceived of as the consistency of management and disciplinary patterns, the parents' own emotional security and self-esteem, their belief in internal versus external control of the environment, their own impulsivity, their attitudes toward school, their willingness to devote time to their children, and their patterns of work. These factors operate in all homes, regardless of social class or ethnic group. If these factors contribute to child performance, then one phase of the educational program should be the education of parents to be aware of and use their talents to increase the achievement motivation, intellectual behavior, and self-esteem of the child. The Parent Education Follow Through Program, therefore, was designed to work directly in the home, so that the home situation might lead to better school and life performance. Most parents are good parents, interested in and concerned about their children, with high hopes for them. All parents can continue to grow and learn ways to work with their children, which helps them in school and life. The Parent Education Program assumes that parents are adequate; it is designed to enhance this adequacy.

Not all of the child's behavior, obviously, is a function of the home. The school plays an integral role in the intellectual and personality development of the child. The same cognitive and emotional factors listed above for parents apply to teachers. The nature of the curriculum, the mode of teacher behavior, and the classroom ecology, all influence not only immediate behavior, but patterns of behavior for the future. Any program of sound education needs to work not only in the home but also in the school. The Parent Education Program provides ways of changing the classroom organization, teaching patterns and influencing the curriculum in a Follow Through classroom through (1) the use of paraprofessionals, (2) the development, by the teaching team, (teachers and paraprofessionals) of appropriate home learning activities growing out of the classroom program, and the parents' desires and needs, and (3) parental involvement. This program is not, how-

ever, oriented to the classroom in the sense of an organized curriculum, prescriptions for the organization of either the physical setting or the chronological arrangement of the classroom day, requirements for specific teaching acts on the part of the classroom teacher, or recommendations for classroom discipline and child management. Our belief is that as teachers get involved in working with paraprofessionals from the community, interact with parents, plan for both the development and delivery of home learning activities, and receive feedback and suggestions from the home, they will examine their classroom practices, curriculum emphases, and teaching behaviors and modify these appropriately. We see teachers as professionals who do not need to be told every action, but who are able to grow as a result of program participation.

The program emphasis is on (1) the development of nonprofessionals as parent educators, and as effective participants in the classroom teaching process, (2) the development of appropriate instructional tasks which can be carried from the school into the home to establish a more effective home learning environment, and (3) development of parents as partners in the educational program for their children.

Key Elements

Major elements of the program are (1) the training of parents and community people in the role of combined parent educator and teacher auxiliary, (2) helping the teacher in the use of paraprofessional personnel, (3) development of materials for family use which take into account not only the school's goals for the child, but also, and equally, the family's expectations, goals, life style and value system, and (4) involvement of the Policy Advisory Committee (PAC) in all phases of the program.

Both teacher and parent educator are taught procedures for the development of teaching tasks. The parent education activity consists of periodic (preferably once a week) home visits in which the major activity is the demonstration to the parents of tasks that have been devised by school people and parents to increase the child's intellectual competence and personal and social development. A set of criteria are used by the teaching team in both the development and assessment of their materials. A set of desirable teaching behaviors, serving as guides both in planning activities and in influencing the way tasks are presented in the home, have been prepared. Responsibility for curriculum development rests in the local community. In each community, a library of activities have been developed which can be used by any Follow Through teacher, regardless of grade level, when the activity matches the child and home. A learning activity (task) may be used for many children, or may fit just a few. These tasks are developed to enhance not only the cognitive or academic development of the child, but also to strengthen the parent-child bond, and to involve siblings, both older and younger, in the Follow Through child's learning. They are not "homework" but game-type supplements. They are not designed as "remedial work" nor are they to be seen as serving "problem" children. They are for **all** children in the Follow Through classroom. As a part of the demonstration in teaching, the parent educator helps the parent understand the purposes of each task, how to perform it, and how to estimate the ability of the child to complete the task. But tasks are not a one-way street. The parent educator not only en-

courages the parents to develop their own adaptations of the material, she also actively solicits from the parents their ideas about activities which have worked for them, their suggestions for future tasks and their views about schooling. These, in turn, are used by the Follow Through teachers and parent educators in the creation of new activities, with credit given to parent-originators. In this fashion the school is influenced by the home, and the parent is enhanced.

The parent educator also serves as the first line liaison person between the Follow Through Program and the home. She serves as a referral agent for medical, dental, psychological, or social services, by informing the mother of the existence of such services and, depending upon the community, establishing the contact between the home and a representative of these services. This requires that the parent educator understand the nature of other Follow Through and community services in addition to understanding her role in the task area. She also informs the parents about PAC meetings and other school functions, and encourages involvement not only in task development, but in the whole range of community-school relationships.

In the school, the parent educator serves as a teacher auxiliary implementing instructional activities through working with individuals or small groups on various learning tasks. A basic element in the program is the recognition of the paraprofessional as a member of the teaching team. Under supervision, parent educators perform a wide range of activities in the classroom, and are not confined to housekeeping, clerical or child care duties. Basic to the creation of sound home learning tasks is a knowledge of the child and his behavior in the classroom. By working with the children on school activities, the parent educator comes to know them. Thus, after planning with the teacher, she can inform parents about the progress of the child.

The parent educator spends about half her time in the home visits; her load being half the families in the class. Her remaining time is spent at school, working in the classroom, planning with the teacher, reporting to the teacher about her visits, and participating in inservice education. In several communities, organized staff development programs in local institutions of higher education offer the paraprofessional additional opportunities for personal career development.

A key person in the program is the classroom teacher. She supervises the classroom work of the parent educator and assists her in planning and implementing the parent education activities. She, with the assistance of the parent educators, develops and selects the home learning tasks. She briefs the parent educator before the visits, and receives her report after. In order to perform these duties, the teacher needs additional planning time, and many of the communities have built such time into their schedules. Further, the teacher receives effective technical help from a second or third adult in the classroom in carrying out the general goal of reaching each child. She finds that there is increased parental understanding and support for her efforts. She also learns ways to work with other adults which increase her professional competence.

Parents are encouraged not only to visit the school and the classroom, but to take part in working with children in the room. Parents are not seen as observers or bystanders, but as people who can contribute to the education of all children. Thus, in a room, the teacher may have several adults carrying

out a variety of learning activities. She becomes, then, better able to assess and meet individual needs because she is freed from the tyranny of large class instruction, and from the myth that children only learn when the teacher is teaching. She learns, through the creation of home materials, ways to reorganize her classroom for individual and small group learnings.

The community appoints a full-time coordinator who is responsible for all components of the Follow Through Program. The Policy Advisory Committee chairperson is also responsible and works closely with the coordinator. Both attend workshops at the University of North Carolina at Chapel Hill and are in systematic communication with the University of North Carolina staff.

[See I.J. Gordon & W.B. Breivogel, (eds) *Building Effective Home-School Relationships*. Boston: Allyn & Bacon, 1976 for a full description.

[The program was initially developed, beginning in 1968, at the Institute for the Development of Human Resources, University of Florida and was supported by grants to the University of Florida under the Educational Professional Development Act and to the Florida Educational Research and Development Corporation under the Follow Through Program.

Parent Education Program
University of North Carolina

The University of North Carolina Parent Education Program currently serves approximately 7,500 children and their families. There are eleven project sites. Seven of the sites are urban school districts:

Chattanooga, Tennessee
Houston, Texas
Jacksonville, Florida
Philadelphia, Pennsylvania
Richmond, Virginia
Tampa, Florida
Yakima, Washington

The rural sites are:
Jonesboro, Arkansas
Lac du Flambeau, Wisconsin
Lawrenceburg, Indiana
Winnsboro, South Carolina

Dr. Ira J. Gordon has directed the program since its conception in 1968. The program was initially housed in the Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida. In June, 1977, Dr. Gordon became Kenan Professor and Dean of the School of Education at the University of North Carolina in Chapel Hill and moved the program with him.

Overview of the Program

Basic Values and Beliefs

The central thrust of the program is toward the home learning situation and the relationship between home and school rather than on the classroom instructional process. A primary assumption of the program is that the family is the central, most important and most long-lasting learning institution a child experiences. Parents are viewed as primary influences on their children's intellectual development.

Although institutional change in classrooms and schools is viewed as essential to the success of the program, the sponsor does not propose to prescribe a curriculum or classroom organization. The staff members do, however, recommend teaching styles applicable to home and school. They believe that change occurs as the school adapts to the presence of community people in the classroom and to parents in policy-making and decision-making positions. Ultimate aims of the program are for parents and teachers to become working partners and, as a consequence, for the school and its curriculum to adapt to the needs and demands of its community.

Key features of local program implementation include:

Parent educators who work in the classroom and visit parents in their homes.

Teams of parents and staff at each project site creating sets of home learning activities.

Policy Advisory Committees organized into specialized sub-committees and involved in the day to day operation of the program.

Rationale for Development and Use of Materials

In accordance with the sponsor's belief in community input and direction of local programs, materials developed by the sponsor staff are general and flexible. Learning activity materials are not written or packaged by the sponsor and disseminated to each of the communities. Instead, local programs develop their own teaching materials to fit the needs of the individual community, with the sponsor providing general guidelines. Community developed materials and a home-school partnership are continually stressed by the sponsor, but the local community determines the specific materials and the nature of the home-school partnership.

The sponsor staff has assumed the role of developing procedures to help parents and project staff create local curriculum materials. Of primary importance is educating teachers, Parent Educators, parents, and curriculum staff to think about appropriate home learning materials as well as to incorporate parent feedback into the development of such teaching materials.

Classroom Instruction

No Particular Classroom Approach Prescribed

The Parent Education Program is designed to work directly in the home. It is not classroom oriented in the traditional sense of having a curriculum or prescribed teaching strategy. It does, however, adhere to a set of assumptions about the learner and learning in general.

Salient assumptions are:

- The learner is given every opportunity and encouragement to participate orally during the learning situations.
- The learner should enjoy and become interested in the activity.
- The learner knows he or she has learned something.

Parents and Staff Effect Institutional Change

Changes which foster the growth and development of individual children are assumed to occur naturally as an outcome of increased parent and community involvement in the school. The sponsor believes that change comes from:

- The increased awareness and involvement of parents in their children's education.
- Parent Educators visiting homes.
- Parents in the school involved in decision-making.
- The presence of paraprofessionals in the classroom.
- The positive interaction of teachers with these paraprofessionals in the creation of home learning activities.

As teachers come to know community people and understand their values, the sponsor believes they will modify their teaching behaviors, classroom practices and curriculum emphasis.

Parent Educators as Home-School Linkages

Skill development of paraprofessionals is a major emphasis of the program. Two parents are hired for each classroom as Parent Educators who serve as a vital, concrete linkage between school and home. They assist the

teacher in the classroom, working with small groups of children. Parent Educators also visit homes and make suggestions to parents for presenting learning activities to their children. These visits are weekly or biweekly and include feedback and input from the parents on the activities of the previous visit. Reports on these visits include what activities were given, how the child did each activity and its degree of difficulty. Additionally, Parent Educators give parents information on the Policy Advisory Committee, solicit parent ideas for home learning activities and provide parents with information about comprehensive family services.

Parent Educators work with teachers, parents and other staff members in writing the individual home learning activities. Teacher-Parent Educator planning and debriefing sessions help the teacher individualize classroom instruction. In addition, the presence of two Parent Educators and interested parents in the classroom allows the teacher and parents to work with individual children or small groups.

To assist in building a team relationship between teachers, principals, and Parent Educators, the sponsor has helped in writing of job descriptions and role responsibilities. Copies of these role experiences are available from the sponsor.

Home Learning Activities

Each project site develops its own set of Home Learning Activities*. These may be developed by a Teacher Parent Educator partnership, a curriculum subcommittee of the Policy Advisory Committee, a parent or a local Task Specialist. Sets of tasks are organized into local resource libraries and sent regularly in duplicate to the sponsor. The development of home learning activities, or tasks, is a continuous process. Over 1,500 individual learning tasks are created and used locally each year across the eleven sites.

The sponsor staff has written guidelines for helping local staff develop home learning activities for use with children on an individual basis, with small groups of children, or with parents during home visits. **Steps in Developing a Home Learning Activity** outlines the five steps to use in writing a learning activity. The steps consist of a description of:

1. The subject content of the planned activity
2. The reason for the activity
3. Needed materials
4. Actions to carry out the activity
5. Suggested followup

*A sample home learning activity can be found in Appendix A.

A Task Format worksheet outlines the format for the designing of a home learning task. This format stresses the rationale for the task, the action involved in the task, and potential variations and extensions of the task.

The aim is to create tasks that are related to activities in the classroom, but which utilize home materials and activities. Lessons are designed to give a child meaningful experiences with a balance between the cognitive, affective and psychomotor skill areas of the child's life. The sponsor's **How Do You Know You Have A Good Task** can be used to evaluate a home learning activity because it relates to general characteristics of the teaching-learning process.

Desirable Teaching Behaviors

One of the key features of the home learning activities is a focus on **Desirable Teaching Behaviors** (DTBs)*. The sponsor has identified ten teaching strategies, summarized into a one-page outline. Teachers are trained in recognizing these behaviors and in using them when they interact with Parent Educators or with children. Parent Educators are trained to use them when teaching parents home learning activities and when demonstrating the use of the learning activities with children. Parents are encouraged to use the **Desirable Teaching Behaviors** when teaching their own children at home.

Staff Development

The sponsor provides two types of training for Follow Through participants: preservice and inservice. A workshop is held each fall for all personnel of the program. In addition, the sponsor staff makes two-day visits to each community six times during the year. Subject areas consistently covered at these workshops are:

Home visit cycle

Roles of the Policy Advisory Committee

Home learning activity development

Teacher-Parent Educator roles

*See Appendix B for a list of these behaviors.

Sponsor Staff Observes the Home Visit Cycle

Consultants visit project sites, making observations of a key process of the model called the **Home Visit Cycle.** This process consists of three steps:

1. The teacher and Parent Educator plan for the Parent Educator's home visit.
2. The Parent Educator makes the planned home visit and teaches a home learning activity to the parent.
3. The parent teaches the child the home learning activity.

During the project site visit, the Consultant also meets with the Policy Advisory Committee. This meeting keeps the Policy Advisory Committee informed about the sponsor's role and educates the Consultant about local needs. The Consultant also holds a workshop for Parent Educators and teachers.

Parent Education/Involvement

Parent Educators Link Home and School

The North Carolina Program is essentially one of parent education. The staff firmly believes in the vital role of parents in their children's education. Thus, a key concept of the program is the home visit cycle, in which learning tasks are developed that allow the home and the school to work as instructional partners.

The program stresses the parent's teaching role as being equal to, not subordinate to, the teacher's. Basic to the model is recognition of the fact that parents are uniquely qualified to guide and participate in their children's education. In addition to their key roles as teachers in the home, parents con-

tribute ideas for new home learning activities and are encouraged to become involved in the day-to-day activities and operations of the school. They are viewed as 'partners' with, rather than 'clients' of the school.

Advisory Committees

Policy Advisory Committees (PACs) are the key mechanisms for involving parents in the Parent Education Program. Guidelines are provided concerning the organization of PAC subcommittees, the format for Policy Advisory Committee bylaws, a tentative schedule for PAC activities and detailed definitions of role responsibilities for each PAC officer. A sponsor developed videotape is available for training, as well as a printed training module which gives guidelines on organizing a PAC. The training module presents the rationale, objectives, and activities necessary to organize a Policy Advisory Committee.

Evaluation Findings

The sponsor staff plans and coordinates evaluation activities with the evaluation staff of each of its local communities. Both process and product objectives are specified. As with the entire model, the evaluation system is flexible and adaptable to local needs. The following findings are some of the ones reported in the 1976-77 sponsor annual report.

PAC Attendance. Criterion Level = **35%** of the parents will attend a PAC meeting, either school or city-wide PAC.

Minimum = 13%
Maximum = 53%
Median = 33%

Classroom Volunteering by Parents. Criterion Level = **35%** of the parents will volunteer for classroom activities.

Minimum = 28%
Maximum = 83%
Median = 55%

Home Visitation Completion Rate. Criterion Level = **80%** of the homes will be visited at least 5/6 of the number of visits planned.

Minimum = 55%
Maximum = 98%
Median = 89%

Vertical Diffusion. Vertical diffusion refers to the phenomenon by which members of the family other than the target child are affected by the program. If our program modified parental teaching style, then the parents may apply these new skills with younger children. As a result, the younger siblings from Follow Through homes may come to school better prepared than younger siblings coming from homes not previously included in Follow Through. This notion has been researched in two studies, and in both, it was found that children coming from Follow Through homes scored higher on the Preschool Inventory than did comparable children coming from the non Follow Through homes. Furthermore, the results seemed to suggest that it takes about two years of parent participation before an impact occurs.

Parental Teaching Behavior and Child Achievement. Parents were videotaped while teaching their children a standard task. These tapes, using one set of parents who had been in the Florida Model for at least one year (Follow Through), and another set of comparable parents who had never been in the Florida Model (non Follow Through), were scored for the number of DTBs used. The results indicated that FT parents used an average of 24.0 DTBs while the NFT parents used only an average of 14.5 DTBs. This difference was statistically significant ($F = 6.35$, 1 & 63 df, $p < .05$), leading one to conclude that for this sample, exposure to the Florida Model may have increased the parent's use of the DTBs.

Evidence for the second question was more difficult to obtain. One relationship examined was that between the number of DTBs used by the parent and the performance of the child on the Total Reading and Total Mathematics subtests of the Standard Achievement Tests. The results indicated that the number of DTBs used by the parent correlated both with the Reading ($r = .50$, $p < .001$) and with Math ($r = .35$, $p < .05$).

. . . . . .

The North Carolina program is fundamentally one of parent involvement in education. This is reflected in their teaching approach, their methods and their strategies. Home learning activities, the learning tasks developed by teachers and Parent Educators, are typical educational events in the program. Children benefit from these activities in school as well as with their parents at home. Getting the child's family involved and encouraging parents to assume responsibility for the child's education and well-being are at the core of the sponsor's philosophy.

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Parent Education Program
Appendix A

An Example of a Home Learning Activity: The Kitchen

Why?	In this home learning activity your child will compare, sort, and arrange familiar kitchen items, such as pots and pans, and discuss these as you prepare the meal.
What?	Household items.
How?	1. As you get ready to prepare a meal, call your child and invite him or her to help you. (If you have not already planned what you are going to prepare, let the child help to decide what to cook; otherwise, tell the child what you will be fixing together.) 2. Together collect the food ingredients that you will need. Talk about how they will be cooked and ask the child to help you select the appropriate pots, pans and other utensils you will need. As you select the kitchenware, talk with your child about the different size utensils and why you would use different sizes for the different foods. Maybe talk about which size pot you can use to cook the ears of corn. Let the child handle the various pots you have selected to see which would be most useful for cooking the corn. Have your child tell you why he or she thinks the ears of corn might fit into one pot more easily than into another. 3. As you prepare and cook the food, talk about the difference in sizes of the pots, pan, bowls, and other utensils.
What then? or What else?	1. Let your child help you rinse and stack or sort the dishes as you wash them. Have the child place them on the counter or in the dish drainer in different ways, for example, according to size, such as small pots first, middle-size pots next and large pots on top. Talk about these differences; or group them according to the item, such as glasses together, spoons together, etc. Encourage different ways of arranging the dishes each time you do them and talk about these differences. 2. You may now want your child to find out more about the sizes of the pots by having the child discover how many cups of water each can hold. You may want to go on to other things around the house such as chairs, tables and beds, having your child tell you which is largest, middle-sized and smallest.

Parent Education Program
Appendix B

Desirable Teaching Behaviors

1. Before starting an activity, explain what you are going to do.
2. Before starting an activity, give the learner time to familiarize himself or herself with the materials.
3. Ask questions which have more than one correct answer.
4. Ask questions which require multiple word answers.
5. Encourage the learner to enlarge upon his or her answer.
6. Get the learner to ask questions.
7. Give the learner time to think about the problem; don't be too quick to help.
8. Get the learner to make judgements on the basis of evidence rather than by guessing.
9. Praise the learner when he or she does well or takes small steps in the right direction.
10. Let the learner know when his or her answer or work is wrong, but do so in a positive or neutral manner.

Summary

Current research findings strongly suggest that measured achievement in a given subject matter area is related to the amount of time the students have spent in learning that subject area. In the near future, classroom teachers are going to be confronted by administrators, parents, and policy makers with the demand that they increase the instructional time currently allocated and utilized by students learning particular subjects, especially the basic skills.

We believe that the current "back to the basics" movement which is sweeping the country will require teachers to increase their individual allocation of instructional time to those content areas. We doubt that such adjustments in the allocation of teacher time will significantly increase the available student learning time or their measured performance.

The argument for Parent/Community Involvement in the Instructional Development System rests on several assumptions which, if proven to be valid, can result in both significant increases in the instructional time and measured pupil performance. The two main assumptions are: (1) the context in which a teacher operates contains within it adjunct instructional human resources which can be activated, (2) the teacher is in the best position to coordinate and manage these adjunct instructional human resources, once activated.

Parent/Community Instructional Resources

Teachers have been encouraged to visit the homes of children since the early days of American normal schools. Teacher educators and educational researchers acknowledge the importance of home based programs.

Through the models presented at the conference we have identified and described a range of parent/community resources which may exist in varying degrees for every teacher. We would like to add that the viability of any of the resources in a given school will vary, but we feel certain that a potential does exist for at least some of the options in any of the settings.

Coletta (1977) reminds us that when home based programs are combined with the school experience, both problems and benefits have appeared. These programs are usually expensive in terms of staff, materials, equipment and communications network. Coletta states that findings have shown that the children participating in home-based programs have benefited—although the results are by no means conclusive.

One of the problems is that, in many schools, the rewards for a teacher's participation in a home-based curriculum program consists, for the most part, of more work, limited administrative and parental support, and the inability to determine whether the efforts have been worthwhile. Few teacher education programs include course offerings on parental involvement. Many teacher educators consider the concept one to support, verbally, like motherhood and apple pie, but avoid committing teaching and research resources to such programs.

Federal and state programs need to reconsider the ability of teachers and schools to continue parental involvement programs once special funding has

been withdrawn. Many programs have worked well with the support of development funds, but have faltered after funding was withdrawn. Sponsors need to consider what will happen when trained personal move on to new programs/project sites or other forms of employment. These issues must be dealt with before there can be parent involvement incorporated in **all** of our public schools.

Research and Development Recommendations

1. Para-professionals in the classroom:

The utilization of para-professionals in the classroom has existed in some settings for a number of years. Those studies which have attempted to determine the impact of the para-professionals on improved achievement have found their impact to be mixed. We propose research and development efforts to determine whether individual teachers made the decision to utilize para-professionals in their classrooms (assuming their availability) and if so, what decisions the teachers made relative to **how** the para-professionals would be utilized. We hypothesize that when the teacher has made a decision to employ para-professionals and has planned how they would be integrated into the ongoing instructional program, their effectiveness is substantial. In addition, we hypothesize that teachers who have received some training relative to the utilization of para-professionals will be more effective managers of the para-professional's time. In turn, we would predict that classrooms with para-professionals in which teachers have made the decision and been trained as to their utilization would be associated with increased achievement.

2. Volunteer adults in the classroom:

In most cases, the para-professional has been a paid employee and therefore available for regular amounts of time and over long periods of time. Some schools and teachers have been able to utilize unpaid volunteers in their buildings and classrooms. We assume that volunteers represent a more difficult management problem for the teacher because there tend to be more individuals involved and they are only available for short periods of time. In addition, because they are volunteers, they are less subject to teacher control. Nevertheless, in many contextual settings (parent/community), volunteers could be utilized as a formal part of the instructional delivery system. Here again, we know little about the decisions the individual teacher must confront if she chooses to commit to a plan which utilizes volunteers in the instructional system.

3. Parent/Community as adjunct instructional personnel:

We hear a lot about parent/community involvement. We hear parents and community members say that they are concerned about their children's education. We see parents and community members actively involved in the governance of schools. We read of cases where parents have become actively involved in home-based instructional activities. We don't know why some teachers decide to incorporate parents into the instructional plan. We don't know how teachers manage and coordinate the use of parents as adjunct instructors. We don't know what teachers do to accommodate the natural variations in parents' willingness to help their children with school related activities.

We believe that research in this area will prove extremely beneficial. We believe that if parents can be integrated into the instructional delivery system as adjunct personnel, significant gains in learning will result. We know that effective parent involvement models could exponentially increase the learning time available to youngsters with little or no additional cost to schools.

4. Adaptation to Changing Family Structures:

An important factor which has not been taken into consideration by many of the models, is the adaptation of the programs to variations in family structure. There has been a rapid increase in the number of working mothers and single parent households. Most of the models have been geared to the mother taking on additional responsibility for the child's educational needs, with an almost systematic exclusion of the father. Is this an effective, or for that matter an equitable means of increasing parental involvement? How can the models be made more responsive to these changes in the family structure? This is an area which will require considerable research and development effort if the concept of parental/community involvement is to be implemented effectively.

5. Peer Cross Age tutoring models:

Teachers have used various within-classroom instructional strategies which are in fact peer tutoring models for a long time. Many of the grouping practices and instructional games teachers utilize can be accurately characterized as peer tutoring models. We believe that when such models are used, the teachers find them helpful and they increase learning and achievement.

We don't know what advantages and limitations teachers see in using peer tutoring models. We don't know what classroom management problems are created by such instructional approaches. We don't know what contextual characteristics serve to set the parameters on the effectiveness of such models.

We do believe that a careful study of these peer tutoring models in context will prove useful for planning new instructional strategies and curricular materials.

Some schools and teachers have developed and logistically accommodate elaborate cross-age tutoring models. The literature tells us that, on balance, this instructional delivery system is effective.

We have many unanswered questions about cross-age tutoring. In addition to the questions posed relative to the peer tutoring models, we want to know what characteristics are desirable in the tutor, tutee and context. We want to know more about the teacher and administrator discussions which provide a commitment to and implementation of tutoring models in schools.

6. Assessment and Evaluation Issue

The reader should be aware that the conference planning teams found no shortage of ideas and programs concerning ways in which to involve parents/community in schools. The research and current literature apears to support the idea that increased involvement of parents/community is a worthwhile goal in and of itself. While the advantages to parents/community involvement are claimed to be numerous, the casual linkages between the increased benefits of the parent/community involvement models are not often clearly stated. The specific outcomes to be attained are rarely stated in terms

that lend themselves to careful measurement and the available research shows a noticeable lack of data on the effects of increased parent/community involvement in schools.

Teacher Corps projects need to be assisted in developing precise procedures to be used in the development of evaluation of parent/community involvement programs. They need to be able to specify the characteristics of the constituent population being served. If this is done, the projects will be better able to answer general questions about the effectiveness of parent/community involvement programs and be able to implement programs that are most effective in achieving particular objectives with certain populations.

Teacher Corps projects are faced with the reality of having to plan and implement parent/community involvement programs in a world of existing programs that have vague objectives and untested assumptions. This can lead to greater disenchantment of educators and the school community with each other.

If the efforts of Teacher Corps to involve parents/community in schools are to have a high payoff, considerably more attention needs to be paid to the evaluation of these efforts. We can interpret from current research and literature that what is needed from model developers is a clear statement of casual linkages that are posited to exist, and programs that have very specific statements of objectives that lends themselves to accurate measurement!

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Prepared by the Planning Team for the

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This bibliography is assembled for all who wish to devote serious study to the purposes, problems and practices of planning and implementing parent/community involvement into the instructional delivery system of schools. A more specific intention is to identify basic readings, research and development activities in several major sectors of enterprise for a growing number of educators and researchers interested in the concept of partnership between parents/community and the schools.

There is a generally accepted notion that very little literature exists in this area of research, program development, and practices of parent/community involvement. While that notion may have been true ten years ago, it is not valid now. This publication lists 135 titles. These will give the reader an assembled reference list to expand and extend knowledge concerning the partnership between parents/community and the schools.

I. Annotated Bibliography: Research, evaluation and position papers on Parent Involvement, Parent-School Involvement and School-Community Involvement

Anderson, C.M. and others. Administrative Strategies to Generate Community Input/Support for Improvement of the Parent-Student-Teacher Learning Bond. Ed.D. Practicum, Nova University, 1975. ED 102660.

A report of the strategies used to coordinate communication and information about schools to parents and involve parents in the schools.

Bell, T.H. Building a Stronger America Through a More Viable Home-School Partnership. Paper presented at the annual convention of the American Association of School Administrators, Dallas, 1975. ED 103981.

Bell discusses the value of a home-school partnership. He believes that the school should serve as a delivery system for many services to the home; and that the school needs to involve parents since one-half of the responsibility of education is theirs.

Bell, T.H. *Family as Educator*, paper presented at the Child and Family Conference, Columbia University, New York, 1975. ED 120594.

The paper presents three main ideas: we all must get away from the notion that education takes place only in formalized settings; the recognition that education extends from birth to adulthood; our formal school curricula have been "too correct" oriented.

Campbell, C.M. Contributions of the Mott Foundation to the Community Education Movement. *Phi Delta Kappan*. 1972. **52**, 195-197.

A historical discription of the Mott Foundation's impact upon community education is presented with suggestions for the future of community education.

Coletta, Anthony. *Working Together: A Guide to Parent Involvement*, Atlanta, GA., Humanics Limited, 1977.

This book presents seven concepts and issues of parent involvement. Why parent involvement? The roles of administrator and teacher in parent involvement programs. Strategies for organizing and implementing programs. Developing parent awareness groups. Home-based curriculum programs and resources for parent involvement programs.

Cooke, T.P. Parental Involvement in the Schools: Ten Postulates of Justification. *Education*, 1975. **96** (2), 168-169.

The educational and pyschological literature supporting parent involvement is discussed. Some of the postulates include: costs, benefits, responsibilities; shortage of paraprofessionals; and support systems.

Datta, L.E. *Parent Involvement in Early Childhood Education. A Perspective From the U.S.* Washington, D.C.: National Institute of Education, 1973.

The paper focuses on parent involvement in early childhood educational roles. Topics included are: home visits; origin of parent involvement trends; roles; barriers and incentives; costs; durability of changes; and what is necessary and/or sufficient.

Davies, D. (Ed.) *Schools Where Parents Make a Difference*. Boston, Mass.: Institute for Responsive Education, 1976. Boston, Mass. 02215. (cost: $3.95) ED 133796.

Eleven case studies are presented which illustrate how schools and communities worked together for better educational experiences. The introduction focuses on the ups and downs of participatory democracy and the conclusion contains suggestions for community and school unification.

Dix, M. *Are Reading Habits of Parents Related to Reading Performance of Their Children?* Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, Illinois, 1976. ED 133693.

The results of this study indicated that children (grades 1 to 6) were influenced by the reading habits of their parents; children who gained in reading scores were children of good reading models.

Dobson, R. and Dobson, J.S. *Parental and Community Involvement in Education and Teacher Education*, 1975. ED 100 833.

The paper focuses on: What is Parent Community Involvement?; Why should we involve community and parents?; and a review of the history, obstacles and trends in parent community involvement. Also included is a review of the literature on community involvement, school constituency organizations, approaches to community involvement, community education, parent involvement and higher education involvement.

Fantini, M.D. Community Participation: Many Faces, Many Directions. *Educational Leadership*. 1972. **29,** 674-680.

A discription of the various ways schools are beginning to involve parents and students: public relations; instructional support; community services; and school governance.

Gallagher, J.J. and others. *Parent Involvement, Parent-Teacher Interaction and Child Development*. Papers presented at the Biennial Southeastern conference of Human Development, Nashville, Tennessee, 1976. ED 125773.

Reported in three related papers of the conference are a model, methods and research on parent involvement, parent-teacher interaction, and child adjustment and achievement.

Goodson, B.C. and Hess, R.D. *Parents As Teachers of Young Children: An Evaluation Review of Some Contemporary Concepts and Programs*. Stanford, California: Stanford University, School of Education, 1975.

The authors summarized and compared the results of pre-school intervention programs of the past decade to help parents teach their own children. They indicated that the programs consistently produced significant and immediate gains in the children's IQ scores and seemed to alter the teaching behaviors of parents in a positive way.

Gordon, I.J. Parenting, Teaching and Child Development. *Young Children*. 1976. **31,** (3), 173-183.

Topics discussed in the article include: research on parenting, preparing people for parenthood, and matching the learning environment to the child.

Gordon, I.J. What Do We Do About Parents as Teachers. *Theory Into Practice*, 1972, **11**, 150-156.

The article presents a review of the literature pertaining to a parent's effectiveness as a teacher. It is concluded that, (1) parents' behaviors as information givers and directors influence children's intellectual performance; (2) parents are not a homogeneous group and individual differences exist between parents' abilities as teachers; (3) we must change an outdated attitude that criticized parents as teachers; and (4) we must recognize parent education as a sound educational practice.

Greenwood, G.E.; Breivogel, W.F. and Bessant, H. Some Promising Approaches to Parent Involvement. *Theory Into Practice*, 1972, **11**, 183-189.

Five levels of parent involvement are discussed: (1) audience bystander-observer; (2) teacher of the child; (3) volunteer; (4) trained worker; and (5) participant in decision-making. The levels are examined as they are noticed in one Florida Follow Through Program.

Hess, R.D. *Effectiveness of Home-Based Early Education Programs*. Paper presented at the annual convention of the American Psychological Association, Washington, D.C. 1976. ED 133048.

A summary and evaluation of 28 preschool intervention programs which focuses on: (1) Do parent training programs affect children's cognitive development? (2) Are some programs more effective than others? Why?; and (3) Do programs affect the parents? Results of the programs' benefits indicated that consistent gains in IQ scores were produced and they positively improved the attitudes of parents and children towards education. Those programs that were followed up in elementary schools indicated that gains in IQ were maintained.

Holleman, I.T. *The Informal Use of Parents in School Public Relations*, 1975. ED 119317.

A discussion of how parents can be utilized to better the relationship between parents and school personnel. The importance of parents in schools is discussed, as well as how parents can help enrich their children's educational experience.

Honig, A. *Parent Involvement in Early Childhood Education*. Washington, D.C.: National Association for the Education of Young Children, 1975. ED 113010. Address: National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009. (Paper $3.00 plus $0.30 postage)

An examination of existing models and programs designed to involve parents. Included are: discussions of issues, research evidence, evaluation techniques, descriptions of specific programs, suggestions for measuring change, problems encountered with parent involvement, and a detailed discussion of solutions. In addition, bibliographies, audiovisual materials and curriculum guides for parents and teachers are provided.

Izzo, T E. *Home Parental Assistance for Underachieving Readers in Third Grade Using Read-at-Home Program Kits* Ed.D. Dissertation. Hofstra University. Address: University Microfilms, order no. 76-24, 273. ED 133718.

The effects of parental home instruction were accessed in this study. No significant differences between the groups were found.

Johnson, E. The Home-School Partnership Model For Follow Through. *Theory Into Practice*, 1977, **16,** (1), 35-40.

The article focuses on the need to enlist parents in the early learning enterprise. The program consists of parents aides, adult education courses, cultural and extracurricular experiences. Home teachers and parent interviewers are recruited from parents of the Follow Through children. The teachers and interviewers are resource people to the parents of other school children. They learn how to provide support and home teaching materials.

Johnson, S L. The Region IV Parent Education Demonstration Project. *Theory Into Practice*, 1977, 16, (1), 49-50.

Johnson describes four generalizations about parent programs that have been indicated by a region project focused on parent education and involvement in local school systems of eight states. These include: selection strategy; selection of staff; staff development; and use of resources.

Jones E. Involving Parents in Children's Learning. *Childhood Education*, 1970, **47,** 126-30.

The article emphasized the importance of involving parents in education. Practical suggestions for home visits by teachers are discussed.

Kifer, E. *The Relationship Between the Home and School in Influencing the Learning of Children*. Paper presented at the Pre-Convention Conference on Research of the National Council of Teachers of English, Chicago, 1976. ED 133073.

The paper focuses on research which supports the impact of the home and school environment on school achievement. The research deals with "status" variables (father's and mother's occupation, education, economic and social situation). The status variables are contrasted with process variables (what parents do to encourage educational achievement). The author suggests that future research should look at the climate of parent-child and teacher-student interactions.

Lane, M B. *Education for Parenting*. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1974. ED 108093.

Various approaches and programs educating and involving parents are discussed: the ecological and home-school communication approach; the Nurseries in Cross-Cultural Education; and the assisting, insight and home-based programs. Also included is a discussion of problems, an annotated bibliography of materials, program descriptions and films on parenting.

Leichter, H J. (Ed.) *The Family As Educator*. New York: Teachers College Press, 1974.

A collection of papers that were presented at the symposium on Family as Educator, sponsored by the National Academy of Education. The focus of the symposium was on the family as a research subject, in need of systematic investigation.

Masia, J A. and Royster, P M. (Ed.) *Community Involvement in Teacher Education: 4 Studies of the Models*. Washington, D C.: ERIC Clearinghouse on Teacher Education, 1976. ED 121708

Five models of community-school involvement are reviewed: Teacher Corps; Urban/Rural School Development Program; Follow Through Program; Community School Concept; and Home and School Institute. The authors stress the importance of community involvement, types of activities for involvement, strengths of programs, training, outcome, and teacher education.

Meller, J. *Current Status and Future Prospects for the Nation's Children and their Families*. Paper presented at the annual convention of the National Association for the Education of Young Children, Anaheim, California, 1976. ED 134311

This report was written by the director of the Office of Child Development. An important aspect of the report is the parent involvement component of early intervention programs. In addition, the Houston Parent Child Development Center is reviewed and evaluated in terms of the benefits to parents and children.

Nelson, R C., and Bloom, J W. Issues and Dialogue: Building Parent Involvement. *Elementary School Guidance and Counseling*. 1973, **8**, 43-49.

The article reacts to such questions as: Why involve parents?, What skills can parents offer?, How many parents can be involved?, and What cautions should be observed? Suggestions are given as to how parents can be involved with adults, children and materials. It is felt that parents should be considered resources to the school.

Packer, A B., and Cage, B N. Changing Attitudes of Mother's Towards Themselves and Education. *Theory Into Practice*, 1972, **11**, 196-201.

This study investigated the differences in the home environment of parents in urban areas and those in rural areas. Data was collected from those families involved in the Florida Parent Education Follow Through model. Results indicated that this model is effective as a change agent.

Rich, D A. Letter to Principals: The Family as Educator. *National Elementary Principal*. 1976, **55**, (5), 71-77.

Dorothy Rich, founder and director of the Home and School Institute, Trinity College, Washington, D C., stresses the importance of the home and the impact of the family on the child's education. She writes, "It's time to convince parents to trust themselves and once again to regard themselves as their children's primary and on-going teachers." Also included in the article is a literature review, sixteen ideas for home-school partnership and a model and an example of a home learning recipe activity.

Safran, D. *Preparing Teachers for Parent Involvement*. 1974. ED 104 543.

An examination of how teacher education can be designed to prepare teachers to work with parents. Topics include: Why involve parents in formal education?, Why train teachers for this?, What competencies do teachers need?, How can teachers be helped to obtain competencies?, and What can

be done to prepare schools of education to meet the challenge of designing teacher programs for parent education. Safran believes teachers have to accept and respect the parents and the community of the children they teach.

Schaefer, E.S. and Edgerton, M. *Development of Inventories for Assessing Parent and Teacher Interaction and Involvement. Final Report.* Chapel Hill, North Carolina: North Carolina University. Frank Porter Graham Center, 1974. ED 105980.

A study to develop a brief and reliable measure of parent-teacher involvement and interaction, pre and post kindergarten. The inventories assess characteristics of parents and teachers that influence collaboration; the extent to which program and interventions influence parent-teacher involvement and interaction; and the relationship of parent-teacher involvement and interaction to child's school adjustment and achievement. A discussion includes the clusters of factors defining parent-teacher involvement and interaction.

Southwest Educational Development Lab. *Parenting in 1976: A Listing from PMIC.* Austin, Texas, 1976. ED 130783.

A bibliography of books, materials, programs and resources useful to parents or those professionals working with parents. Topics included are: child abuse; child development; cultural pluralism; discipline; early childhood education; exceptional children; family; group relations; learning activities; parent education; parent participation; parents; parent-teacher cooperation; resource materials.

Stanford Research Institute. *Parent Involvement In Compensatory Education Programs.* Washington, D.C.: U.S. Office of Education, 1973. ED 088588.

A discussion of models for parent involvement: parents as tutors; parents as paid employees of the schools; and parents as advisors to the schools. Other topics included are: federal programs for pre-school and school-age children; state of knowledge in the area of parent involvement; directions for research; environmental difficulties; school as family; social-structural changes; and cultural differences.

Warden, J.W. Guidelines for Evaluating the Community Education Process. *Community Education Journal*, 1973, **3**, 34-37.

One hundred and twenty-five questions to assist evaluation of community education. Topics areas include: awareness of school-community partnership; communication; goals; avenues of participation; planning; development of resources; climate; and self-analysis.

Ware, W.B. and Garber, M. The Home Environment as a Predictor of School Achievement. *Theory Into Practice*, 1972, **11**, 190-195.

A study that provides evidence for the importance of the home environment to the child's cognitive abilities. Included is a discussion of the variables that correlate with school success.

Weikart, D.P. *Parent Involvement: Process and Results of the High/Scope Foundation's Projects.* Paper presented at the biennial meeting of the society for Research in Child Development, Denver, 1975. ED 113041.

A review of parent involvement in preschool education for economically disadvantaged children. Also included is a description of the High/Scope Foundation projects in Michigan and a discussion of their results and implications.

Yankey, T.D. and Silvern, S.B. *Parent and Teacher Strategies for Working Together.* Paper presented at the annual conference of the Association for Childhood Education International, Salt Lake City, Utah, 1976. ED 124 293.

The basic principles of parent-teacher cooperation in home-based programs is discussed. The incentive for working with parents has been the idea that parents are a child's first and most important teachers and the fact that both parenting and teaching has improved through the cooperation of parents and teachers. In the second part of the paper specific strategies for parents and teachers are listed for both home-based and school-based programs.

Yawkey, T.D. and Aronin, E.L. *Day Care Premises: A Boom to the Elementary School.* Madison, Wisconsin: University of Wisconsin, Division of Early Childhood Education, 1974. ED 104529.

The paper deals with five ideas pioneered by the daycare and preschool movements that are now being adopted by elementary schools: the notion that IQ is flexible; the child can be taught if learning is individualized to his needs; development is influenced by environmental interaction; self-concept is important; and parent influence is crucial to growth and educational development. Also, included are innovative school activities based on these five ideas.

II. Additional Books and Articles (Not Annotated)

Brodsky, I. *The World's Newest Profession.* Philadelphia: The Profession of Parenting Institute, 1975. Address: 1609 Poplar St., Philadelphia, Pennsylvania 19130 ($4.00).

Center for the Study of Parent Involvement. *Evaluating Parent Involvement.* Oakland, California, 1974 ($2.50).

Center for the Study of Parent Involvement. *Parent Involvement, Parent Development.* Oakland, California, 1974 ($2.50). Address: Center for the Study of Parent Involvement, 5240 Boyd, Oakland, California 94618.

Center for the Study of Parent Involvement. *Preparing Teachers for Parent Involvement.* Oakland, California, 1974 ($2.50).

Jones, P. and Jones, S. *Parents Unite!* New York: Wyden Books, 1976.

Miller, B.L. and Wilmshurst, A.L. *Parents and Volunteers in the Classroom: A Handbook for Teacher.* San Francisco, California: R & E Research Associates, 1975. Address: R & E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($6.00).

National Committee for Citizens in Education. *Los Padres se Organizan Pura Mejoras Las Escuelas.* Columbia, Maryland, 1976. Address: National Committee for Citizens in Education, Wilde Lake Village Green, Columbia, Maryland 21044 ($3.00).

Safran, D. *A Parent Involvement Conference Model*. Oakland, California: Center for the Study of Parent Involvement, 1976. Address: Center for the Study of Parent Involvement, 52340 Boyd, Oakland, California 94618 ($5.00).

Wilson, G. *Parents and Teachers*. Atlanta, Georgia: Humanics Press, 1974.

III. Educational Programs Involving Parents

Bell, A.M.A. *A Mutual Training Experience for Black Parents and School Personnel*. 1975. Ph.D. Dissertation. Address: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106, order no. 75-17, 852; Microfilm $7.50; Verography $15.00. ED 124622.

A discription of two research projects designed to examine the success of cultural training workshops in increasing communication and interaction between black parents and educators in an urban school district.

Berlin, R. and Berlin, I.N. *School's Training of Parents to Be Effective Teachers of Their Own and Other Non Learning Children*. 1973. ED 099110.

Three programs which incorporated parent involvement are discussed: a program of educational gains designed to teach age appropriate concepts to preschoolers; a program to help educationally disadvantaged parents learn games to improve their second grade children's reading ability; and a program to involve parents of children who were almost expelled as observers and learning helpers. The programs were found to be successful. A model elementary parent involvement program is included.

Brady, E.H. Home-School Relations and Continuity. *Theory Into Practice*, 1977, **16**, (1), 41-46.

The article is a description of the continuation project. The program is designed to avoid the failure of Head-Start by providing a linkage with the public schools. The program consists of a workshop for parents. A play group is provided for children while parents participate in projects to build confidence in their ability to make things for themselves and their children. Parents learn sewing and woodwork skills to make things for their home, as well as instructional materials for their children.

Breiling, A. Using Parents as Teaching Partners. *The Reading Teacher*, 1976, **30**, (2), 187-192.

The article describes the "Reading at Home Program" in Montgomery County, Maryland. The program consists of five meetings in which parents are given specific materials to use with their children and are helped to develop their confidence and skills as teachers.

Butte Vocational-Technical Center. *Project to Teach Educationally Disadvantaged Parents ABE Skills in Their Own Homes and to Show These Parents How and What to Teach Their Pre-School Children*. Butte, Montana, 1973. ED 109491.

A description of the project PREPARE -- a program which is designed to help

educationally disadvanteged parents teach their children. The evaluation section and appendices are extensive.

Cafero, L.F. *A Model Program Increasing School Participation of Parents of Foreign Born Students*, 1975. ED 106426.

A description of a program used in Norwalk, Connecticut. Results are discussed in terms of the benefits for children, parents and school districts.

Darnell, D. *A Parent-Teacher Joint Assessment of the Entering and Exiting Kindergarten Child - 1972-76*. Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C., 1976. ED 129446.

A description of the Parent Teacher Kindergarten Student Assessment Instrument (PTKSA). It has been developed to facilitate home-school interaction early on. Parents and teachers make independent judgments of the child's abilities and together they compare results and plan an educational program. Four categories are included: Use of symbols; Motor skills; Language Development; and Behavior.

Far West Lab for Educational Research and Development; Florida University, Institute for Development of Human Resources. *Florida Parent Education Program. Program Summary*. Berkeley, California: Far West Lab for Educational Research and Development; Gainesville, Florida: Florida University, Institute for Development of Human Resources, 1971. ED 125750.

The eleventh of a twelve part series on the Florida Parent Education Program. The program is for children kindergarten to grade three. The focus is on helping the parents develop teaching competencies. Included in this paper are goals and objectives of program; materials; parent involvement; training; costs; evaluation; history, and present status.

Far West Lab for Educational Research and Development; George Peabody College for Teachers. *Demonstration and Research Center for Early Education (DARCEE). Program Report*. Berkeley, California: Far West Lab for Educational Research Development; Nashville, Tennessee, 1971. ED 125740.

A description of the DARCEE program (the first of 12 reports). It is a preschool program for 3, 4, and 5 year olds from low-income homes and a training program for their parents.

Fenster, S. Parents and Children Discover Group Play. *Children Today*, 1974, 3 (5), 2.

A description of the project Child-Family Educators is given. The goals of the project were to: provide training in child development for community paraprofessionals; to develop community preschool; and to develop a parent education program. A section on the parents response to the program is useful for those interested in the value of this type of program.

Ferguson-Florissant School District. *Parent-Child Early Education Program: A Summary of Results During Three Project Years. Final Evaluation Report*. Ferguson, Montana, 1974. ED 099 145.

A final evaluation of the Saturday School Program—a program to involve children, parents and teachers in early childhood education. Results and sta-

tistical information are extensive. The program was successful in helping children grow in cognitive and affective areas and parents and teachers were more skillful in teaching and communication skills.

Ferguson-Florissant School District. *Parents as Partners in Early Education: Saturday School*. Ferguson, Montana, 1973. ED 10513.

A description of the Saturday Program—an important aspect of the program is parent involvement. Also important is the early diagnosis of handicaps or learning disabilities. The success of the program indicates the viability of the home-school partnership.

Gordon, E.W. and others. *Ira Gordon Follow Through (Richmond, Virginia)*. New York, NY: Columbia University ERIC Clearinghouse on the Urban Disadvantaged, 1972. ED 124681.

The Follow Through Program in Richmond, from kindergarten to grade three, in 12 urban schools where the majority of children are black and 50 percent are from poor families. The program attempts to make home and school a harmonious unit, so that the learning environments of the children are enriched. An important part of the program is the parent education. A description of this role is provided in the report.

Gordon, I.J. *The Florida Parent Education Early Intervention Projects: A Longitudinal Look*. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education; Gainesville, Florida: Florida University, College of Education, 1975. ED 100492.

A longitudinal analysis of the Florida Parent Education Programs: Parent Education Project (PEP); Early Childhood Stimulation through Parent Education Project; Home Learning Center Project; Instructional Strategies in Infant Stimulation Project; and Project Follow Through Data are included. Results indicate that the parent approach had an impact on children and some aspects of their home life.

Guinagh, B.J. and Jester, R.E. How Parents Read to Children. *Theory Into Practice*, 1972, **11**, 171-177.

The article is a description of the PARS project. Generally, the parent is given a book to read to the child and parent-child interaction is measured. the instrument is discussed in terms of its usefulness when training parents how to extend reading to children.

Hackensack Public Schools. *Home-School Interaction: Project LEM*. Hackensack, New Jersey, 1973. ED 105618. Address: Project LEM, Hackensack Public Schools, Hackensack, New Jersey 07601.

The basic principle of the project is that parent participation helps develop the program and climate for improved learning. A discussion is included of how parents were involved in this particular program involving multiage grouping in an open-space school.

Hartman, H. Prepping the Child and the Home. *Day Care*, 1974, 1 (5), 18-22.

A description of the Parent Readiness Education Project (PREP) in Detroit. It is a program for parents and children to provide help for those pre-school children that show signs of being a slow learner. Parents and children attend

class once a week—parents have the opportunity to observe their children, discuss child development and child management, and to prepare activities to do at home.

Hooban, L. and Pugsley, R. Project "School", *A Handbook of A Validated Developmental Dropout Prevention Program's Methods and Procedures*. Rawlings, Wyoming: Carbon County Schools, 1974. ED 124852.

A project to prevent dropping out of school which operates from grades 1-12 by providing group counseling, parent counseling and positive reinforcement. An important part of the program is parent involvement.

Howard, N.K. *Mother-Child Home Learning Programs: An Abstract Bibliography*. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1972. ED 060962. Address: College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Ave., Urbana, Illinois 61801. (Catalog No. 1300-21, $0.80)

An annotated bibliography of home learning programs cited in the literature: the Demonstration and Research Center for Early Education (DARCEE); the Early Training Project; the Far West Laboratory Parent-Child Program; the Florida Education Project; the Ypsilanti Preschool Project; and the Verbal Interaction Project, Mother-Child Home Program. Also, included is an annotated list of general references of Mother-Child Home Learning Programs and materials for mother-child interactions. Information is provided on how to obtain the documents.

Johnson, D.L. *Parent Education and the Educationally Disadvantaged Child*. Paper presented at the annual meeting of the American Psychological Association. Washington, D.C. 1976.

A description of a strategy for development of Parent-Child Development Centers involving parents in preschool programs for children up to three years of age. Complete description of the Houston PCDC is provided as well as an evaluation of the results.

Landsburger, B.H. Home Environment and School Performance. *Children Today*, 1973, **2** (5), 10-14.

A description of the North Carolina Experience—A program in early childhood education for disadvantaged children. An important aspect of the program is parent involvement. Results of the study are discussed in terms of the home environment and how it has been changed to include the parents in the child's education.

Mattox, B. and Rich, D. Community Involvement Activities: Research Into Action. *Theory Into Practice*. 1977, **16** (1), 29-34.

A description of the Washington, D.C. Home and Study Institute, devoted to the development of the home-school-community partnership in educational programs. Research of the institute is discussed, as well as the H.E.L.P. (Home Education Learning Program) recipe-type activities.

Nir, N. and Jick, T. *Kedman (Parent-Teacher Discussion Groups)*. Jerusalem, Israel: Henrietta Szold Institute; Jerusalem, Israel: Ruth Bressler Center for Research in Education, 1973. ED 103112.

A description of the Israli parent-teacher discussion groups for kindergarten

children. The focus is on involving parents in the educational process. Results of the program are provided including quantitative and qualitative measurements.

Peterson, M.L. *The Effects of a Career Guidance Program Involving Teachers and Parents of Tenth Grade Students: Final Report.* Logan, Utah: Logan Board of Education, 1974. ED 124744.

A description of this program and recommendations based on the study are provided, as well as a sample of the career information package.

Price, E.A. Parent Discussion Groups. *Elementary School Guidance and Counseling.* 1971, **6**, 92-97.

The feasibility of parent discussion groups is presented to provide support and guidance to mothers with young children. Teachers and mothers found them to be valuable in helping them understand the behavior of their students and children.

Scott, M.G. *The Effect of Home Learning Kits on the Readiness of Disadvantaged Kindergarten Children.* Dissertation, The University of Okalhoma, 1974. Address: University Microfilms order no. 74-21, 992. ED 102 497.

A Kindergarten Home Learning Kit was designed to help disadvantaged kindergarten children by supplying toys and learning projects to work on at home. One group of children received the kit and the other did not. Results were significant between pre- and post-measures. Included is a discussion of the use in public schools.

Selton, J.E. and Dobson, R.L. FICS: An expanded view of cohesive consultation. *Elementary School Guidance and Counseling.* 1973, **1**, 210-215.

The Family Involvement Communication System (FICS) model is utilized for parent-teacher input and participation in a school's elementary guidance program. Activities such as case study, child study groups, home visitation, parentroom resource center, teacher inservice seminars and guidance committees are a part of the model.

Thomas J. *Lenox Early Childhood Outreach Program for Parents: An Evaluation Study Final Report.* District of Columbia Public Schools, 1976. ED 131920.

An evaluation study of an outreach program for parents of low-income families. Objectives of the program were to help children achieve better grades; make the home environment reinforcing to the school; help teachers work with parents to meet children's needs; establish tutors as parent models; provide assistance through parent-teacher aides; develop community linkages; and make home and school goals harmonious.

Ware, W.B. and others. *Assistance to Local Follow Through Programs Annual Report.* Gainesville, Florida: Florida University, Institute for Development of Human Resources, 1974. ED 107349.

A report of the Florida Parent Education Follow Through Program focusing on evaluation data of children, parents, teachers, and parent educators.

Wheeler, D.H. and Henderson, H.D. *Reading Improvement Through Home Help: A Program for Parents and Their Children*. California: Escondido Union School District, 1976. ED 122 225.

The theory behind this program is the idea that a child's success in reading is influenced by an enriched background of prereading experiences at home. The program is implemented by providing parents with home materials for their children from kindergarten through third grade. Topics included are: materials for parent involvement; descriptions of parent handouts; incentive paper—drawings for children to color; commercial materials; and district-developed materials.

Wurster, S.R. *Ft. McDowel Indian Community Preschool Program*. 1976. ED 134372.

A description of a program for preschool American Indian children and their parents. It includes classroom training and educational and counseling support to parents. Results are discussed in terms of gains for parents and children.

IV. Parent Involvement in Special Education (Not Annotated).

Abidin, R.R. *Parenting Skills: A Trainer's Manual. A Performance Based Early Childhood-Special Education Teacher Preparation Program. Monograph*. Charlottesville, Virginia: Virginia University, School of Education, 1974. ED 108 755.

Cohen, S. *Parent Involvement in the Education of Young Handicapped Children, Module I: Family Reactions to the Handicapped Child. Toward Competence Instructional Materials for Teacher Education*. City University of New York, N.Y. Center for Advanced Study in Education, 1974. ED 129 97 (ED 129 793 instructor's manual).

Cohen, S. *Parent Involvement in the Education of Young Handicapped Children, Module II: How Parents Can Help. Toward Competence Instructional Materials for Teacher Education. Case 03-75*. City University of New York, N.Y. Center for Advanced Study in Education, 1975. ED 129 (ED 129800 instructor's manual).

Cohen, S. *Parent Involvement in the Education of Young Handicapped Children. Module III: Parents as Partners: Home Study Plans. Towards Competence Instructional Materials for Teacher Education*. City University of New York, N.Y. Center for Advanced Study in Education, 1975. ED 129 801 (ED 129 802 instructor's manual).

Csapo, M. "Parent-Teacher Intervention with Inappropriate Behavior." *Elementary School Guidance and Counseling Journal*. 1973, **7**, 198-203.

Florida Learning Resources System/Crown. *Working with Parents*. Jacksonville, 1975 ED 133 960.

Grim, J. (ED.) *Training Parents to Teach: Four Models. First Chance for Children. Vol. 3*. Chapel Hill, North Carolina: North Carolina University, Technical Assistance Development System, 1975. ED 102 778.

Jones, E.F. *Parents as Staff Partners: A Program for Parent Involvement in a Short Term Preschool Psychiatric Center. Vol. III. No. 1.* The Staff Training Prototype Series. Austin, Texas: Texas University, Dept. of Special Ed., 1973. ED 133936.

Karnes, M.B., et. al. "Involving Families of Handicapped Children." *Theory Into Practice.* 1972, **11**, 150-156.

Lapides, J. *Helping Parents to Help Children.* Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, Illinois, 1976. ED 125 186.

Levitt, E. and Cohen, S. *Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children.* New York: City University of New York, Hunter College, Special Education Development Center, 1974. ED 099 141.

Lynch, E.W. *Measuring Parental Involvement in an Early Intervention Project.* Ann Arbor, Michigan: Michigan University, Inst. for the Study of Mental Retardation, 1976. ED 127 768.

McKay, D. *Parent Handbook: For Parents of Children Who Learn in Different Ways.* Portland, Oregon: Association for Children with Learning Disabilities; Salem: Oregon State Department of Education, 1975. ED 112 589.

Rossett, A. *Parenting and the Exceptional Child. Includes 45 Transparencies.* Bloomfield, Connecticut: Capital Region Educational Council, 1975. ED 125 223.

Rossett, A. *Parenting and the Exceptional Child. End of Project Evaluation Report, July 1, 1974 - June 30, 1976.* Bloomfield, Connecticut: Capital Region Educational Council, 1976. ED 125 224.

V. Manuals and Booklets on How to Facilitate Parent - Community - School Involvement.

California State Department of Education. *Putting It Together with Parents: A Guide to Parent Involvement in Education Programs.* Sacramento, California, 1973. ED 120 299.

The booklet contains ideas for parent involvement. Topics included are: importance of involving parents; how parents can be reached; activities and ways for involvement in educational programs; parents and extracurricular activities; teacher's guidelines for home visits; and a list of factors that parents and school personnel should be concerned with developing. The authors stress that goals of the parents for the children should compliment those of the school and should reinforce one another. The primary responsibility for relationships rests with the scho

Caplan, A. *Parent Involvement Handbook.* Lakewood, Colorado: Jefferson County Public Schools, 1975. ED 122 955.

A parent involvement booklet for preschool programs: parent involvement in ECE, a description of the Jefferson County Program; a discussion of parent volunteers, parent meetings, advisory boards and home visits.

Garcia, A.B. and others. *Communicating and Working with Parents*. Far West Lab. for Educational Research and Developments, San Francisco, California, 1975. ED 129 456.

This is one unit of the Flexible Learning System (FLS) that has been developed to be used by teachers and other professionals to give insight and practice in oral and written communication with parents. There are ten sessions or workshops in the unit: preception and feedback in communication; communication and awareness; parent roles in the program; facilitating techniques; problem solving; and parent surveys. The activities provide opportunities for personal interests and exploration, as well as practice in responding to emotional or critical outburst, encouraging parent participation, recognizing nonverbal messages and setting goals.

Gordon, I.J. and Breivogel, W.F. (Eds). *Building Effective Home/School Relationships*. Boston: Allyn and Bacon, Inc. 1976. Address: local bookstore or write to Allyn and Bacon, Inc., Longwood Division, Dept. 898LC, Link Drive, Rockleigh, N.J. 07647.

This book contains guidelines for preparing, implementing and evaluating a home visit program.

Malthner, J.A. *A Guide to Establishing and Directing a Family Oriented Structured Preschool Activity*. Saint Cloud Minnesota: Saint Cloud Independent School District 742. 1974. ED 134 306. See also ED 134 305.

This guide describes an alternative preschool model. Parents work with their children in a preschool center and at home. Topics included are: administrative considerations; recruiting volunteers; working with parents; program goals; orientation; preinvolvement preparation; activity exchange kit; monthly workshop; home activity; and preschool assessment. The appendices list films, books and other materials to be used in the activities.

National Education Association. *Parent Involvement: A Key to Better Schools*. Washington, D.C.: NEQ Publications, 1972. ED 097601. Address: NEQ Publications, Order Dept., The Academic Building, Saw Hill Road, West haven, Connecticut 06516 (Stock No. 045-11608).

A manual that contains information on how to involve parents in an elementary school program. Benefits of parents involvement are discussed, as well as how parents can help and guidelines for planning, implementing, and evaluating a program. A list of activities for parents and resources is included.

Olympus Research Corporation. *Home-Based Preschool Education: Leaders' Guide for Inservice Training Filmstrips* (Educator 1, 2, 3, 4). Salt Lake City, Utah: Olympus Publishing Co., 1973. ED 115 378. Address: Olympus Publishing Co., Olympus Research Corporation, 955 E. Ninth St., Salt Lake City, Utah 84102 (Paper 12.50).

A guide to be used by leaders of inservice training workshops interested in teaching new parenting skills fostering home-based preschool education. The guide is for use with four training filmstrips. The text of filmstrips is included as well as questions, bibliography, and simple-how-to books for parents.

Rich, D. and Jones, C. *A Family Affair: Education*. Washington, D.C.: The Home and School Institute, 1977. Address: Trinity College, Washington, D.C. 20017.

A manual focusing on the power of the school-family partnership. Topics include: 200 Home Learning Recipes: Ways for helping professionals reachout to the home; and salient research studies from 1964-1975. In addition there is a description and review of twelve programs involving parents.

Rich, D. and Jones, C. *The Home-School New Educational Partnership: A Handbook of Teacher-Tested Techniques and Activities for Parent-Home Involvement in Children's Learning*. Washington, D.C.: Home and School Institute, 1974. ED 113054. Address: Home and School Institute, Inc., Box 4847, Washington, D.C. 20008 (Paper, $1.00).

A manual for teachers of techniques to promote parent-home involvement. A general discussion of why parent involvement is important; 10 tips for parents at home; and specific guidelines and take-home sheets (encouraging self-reliance, work for children at home, working mothers, preparing home study centers, conferences, health, discipline and TV viewing).

Rich, D. and Mattox, B. *101 Activities for Building More Effective School-Community Involvement*. Washington, D.C.: Home and School Institute, 1976. ED 24 780. Address: Home and School Institute, Trinity College, Washington, D.C. 20017 ($4.00 and $0.50 mailing; 5 or more $3.00 and $1.00 mailing).

Activities for school-community involvement and interaction written in a recipe-type format. Lots of ideas for communications, educational events, utilization of resources, volunteers, secondary school outreach and money making activities.

Southwest Educational Development Lab. *Handbook for Parent-School-Community Involvement*. Austin, Texas 1974. ED 118709. Address: Texas Education Agency, Austin, Texas ($2.00).

A manual designed for implementing a parent involvement program for Mexican-American parents. The goals of the program are discussed, along with activities to facilitate involvement (parent teacher conferences, workshops, home visits, and parent education activities).

VI. Activities for Parents and/or Teachers to Enrich Children's Learning Experiences.

Arizona State Department of Education. *Learning: A Cooperative Adventure. A Resource Guide for Working with Young Children*. Phoenix, Arizona, 1975. ED 119 868.

A booklet which contains a home and school curriculum for young children: The Child; The Child and the Immediate Environment; and The Child and Special Skills. Information as to goals, home activities, school activities, suggestions for facilitating parent cooperation, and a list of materials is included.

Baratta-Lorton, M. *Workjobs ... for Parents: Activity - Centered Learning in the Home*. Menlo Park, California: Addison-Wesley Publishing Co., 1975. ED 110 199. Address: Addison-Wesley Publishing Co., Sand Hill Road, Menlo Park, California 94025 ($3.95 individuals; $3.16 schools).

Forty-three "workjobs" (experiences in manipulating common objects) are provided. The activities are intended for use by parents and children to help children with language and number skills, observation skills, identifying relationships, eye-hand coordination and making judgments.

Blake, J. and Ernst, B. *The Great Perpetual Learning Machine. Boston-Toronto: Little, Brown and Co., 1976.*

A book for encouraging learning at school, at home, in the backyard or neighborhood. Included are activities for schoolage children in the areas of nature, ecology, science, math, arts and crafts, music, ourselves and language arts.

Butte Vocational - Technical Center. Project PREPARE. Butte, Montana, 1973. ED 109 492.

Inexpensive activities and resources developed for project PREPARE: fingerplays, poems; recipes, and a preschool resources list.

Caney, S. *Play Book*. NYC: Workman Publishing Co., 1975.

Caney, S. *Toy Book*. NYC: Workman Publishing Co., 1972.

Easy toys and games that parents and children can make and play with together.

Finlayson, B.C. and others. *Parent Manual for Speech and Language Development*. Miami, Florida: Mailman Center for Child Development, 1977. ED 133 970.

Topics include: delay in speech and language development, hearing loss, illness, lack of motivation, and suggestions for facilitating language growth at home.

Garcia, R.L. and Deyoe, R.M. *Como ayudar a su hijo a aprendur a leer ingles como segunda lengua. (How can I Help My Child Learn to Read English as a Second Language.)* Indiana University, Bloomington: ERIC Clearinghouse on Reading; Newark, Delaware: International Reading Association, 1972. ED 112 361. Address: International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 ($0.35 members, $1.50 nonmembers).

A booklet written in Spanish explaining ways parents can help their children read English. Also included are community activities, sources for reading materials and problems of bilingualism.

Gordon, I.J.; Jester, R.E. and Guinaugh, B.J. *Child Learning Through Child Play*. New York: St. Martin's Press.

A book of activities for use by day care centers or parents.

Howell, B.T. *Partners in Urban Education: Getting it Together at Home*. Morristown, New Jersey: General Learning Corporation, 1972. ED 104 993. Address: General Learning Corporation, 320 James St., Morristown, New Jersey 07960 ($2.20).

A handbook for parents of a schoolage child: "Your Child and His Home;" "Your Child and His School;" "Your Child and His Community;" "You and Your Child;" and "Learning Materials to Keep at Home." The intent of the handbook is to help parents with the child's education by supplying ideas for working with the child at home, at school and in the community.

Kelly, M. and Parson, E. *The Mother's Almanac*. New York: Doubleday and Co., Inc., 1975.

Childcare is discussed from a mother's point of view. Lots of ideas and practical suggestions, from basic physics to bricklaying, for activities with children from day one to age six.

Langham, M.A. and Peterson, N.M. *Open Your Cupboards to Learning Center Games: Activities for Reinforcing Math and Reading Skills for Teachers and Parent Involvement*. Phoenix, Arizona: Skills Reinforcement Systems. 1975. ED 130 265. Address: Skills Reinforcement Systems, P.O. Box 13421, Phoenix, Arizona 85002 ($5.00 paper).

Activities for parents and teachers to use with children transferring from oral language to printed language for reading and math. Games are provided, using common materials, to increase vocabularies and communication skills.

Madaras, L. *Child's Play*. California: Peace Press, 1977.

A book of activities for parents and teachers to use with elementary school age children. Topics included are: filmmaking; photography; beautiful junk; and educational toys.

McAffee, O. and others. *Cooking and Eating with Children: A Way to Learn*. Washington, D.C., Association for Childhood Education International, 1974. ED 100 534. Address: Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 (Paper, $2.50 and $0.25 for postage).

A pamphlet describing ways for parents and children to plan, cook, and eat together combining good nutrition with learning. Skills included are motor, language, math, and executive abilities. Also included is a 16 page child tested recipe section.

Melton, D.H. *Career Education and Your Child: A Guide for Parents*. Bradenton, Florida: Florida Career Education Consortium. 1976. ED 130057.

A booklet designed for parents to help their children with vocational decisions.

New York State Education Department. *Language Experiences for Your Preschooler. Part I: Activities at Home*. Albany, New York: New York State Education Dept., Bureau of Continuing Education Curriculum Development, 1974. ED 095 987. Address: The University of the State of New York. The State Education Dept. Bureau of Continuing Education Curriculum Development, Albany, New York 12223 (No price quoted).

A manual to be used by instructors working with parents of preschool children to help parents facilitate communication skills of their children. Topics include: knowing the child; what happens between parent and child; setting goals for the child; emphasizing everyday happenings; reading to children;

using free and inexpensive materials; making alphabet letters; games made at home; writing down children's experiences; and writing stories with children. Activities are outlined to include directions for instructors, parent-child activities and parent take-home sheets.

Oregon State Department of Education. *Career Guidance Techniques for Classroom Teachers. Individual Learning Systems for Career/Vocational Education Staff Development.* Salem, Oregon, 1976. ED 133 525.

Teachers work with secondary students and their parents to assist in the student's career development. This is one of eight packets concerning career guidance competencies. Activities included are: "Life-Line;" "Parental Expectations," "Expanding Joe's Horizons;" "Test Score Interpretation;" "Occupational Brief;" and "Parent Survey." Each activity contains goals, suggestions, procedure, group size and time to complete.

Recruitment Leadership and Training Institute. *The Role of Parents as Teachers.* Philadelphia, Pennsylvania, 1975. ED 121 482.

A booklet of informal learning activities designed for use by parents of preschool children: language games; mathematical concept games; and creative activities. A section of the booklet contains a discussion of preparation of children for elementary school.

Richmond Public Schools. *Home Learning Activities Designed to Provide Educational Experiences for Children and Parents: A Home Preschool Program Designed for the Siblings of the Children in the Follow Through Program in the Richmond Public Schools.* 1975. ED 105 988. Address: Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00)

The manual is designed to be used with siblings of children in Project Follow Through: to be used by parents to provide learning experiences for their young children; and reinforce concepts in Project Follow Through. The categories of activities that are presented are body image, motor development, language arts, everyday experiences, weather, animal and plant experiences, counting, music, art and special games.

Seay, S.H. and Brown, B. *Home Learning Activities Designed to Provide Educational Experiences for Children and Parents.* Richmond, Virginia: Richmond Public Schools, 1975. (Part 1 ED 105 989; Part 2 ED 105 990). Address: Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond Virginia 23219 ($2.00 each part).

The manual is designed to be used by parents in the home. It is one part of the Florida Model of Follow Through. The instructional tasks are prepared for Parent Educators who have worked with the child and his teacher. The activity is demonstrated, evaluated, discussed and revised with the parent, who then shares the activity with his child. Part one contains: alphabet games; art; discrimination activities; special and current events; food; nutrition; health; self-concept; money; and number games. Part two contains: activities with people and places (Special section on black culture); poetry; reading; science; seasons; weather; shapes; colors; travel; and word games.

Shepard, M. and Shepard, R. *Vegetable Soup*. New York: Citation Press. 1975.

Ethnic activities centered around the TV show "Vetegable Soup" are presented—games, recipes, information, educational and art projects.

Simons, R. *Recyclopedia: Games, Science Equipment, and Crafts from Recycled Materials*. Boston: Houghton Mifflin Co., 1976.

A book developed at the Boston Children's Museum that contains activities projects for elementary school children that can be easily made from recycled materials.

The Open Home: Learning Made Easy for Parents and Children. New York: St. Martin's Press, 1976.

A book that recognizes the parents as providers, nurses, teachers and confidants. Information is given about children's growth and activities are suggested to help parents and children learn and grow together. The emphasis is on the infant to preschool period.

Tregaskis, G.K. and others. *Language Experiences for Your Preschooler. Part 2: Activities in the Neighborhood*. Albany, New York: New York State Education Department, Bureau of Continuing Education Curriculum Development, 1974. ED 099 135.

The manual describes a program to develop communication skills of preschoolers by involving them and their parents in activities centered around their community. Activities, trips and follow-up suggested home activities are included.

Tregaski, G.K. and others. *Learning at Home: Reinforcement for the Early School Program*. Albany, New York: New York State Education Dept., Bureau of Continuing Education Curriculum Development, 1974. ED 105 995.

A parent education guide: what the child learns in primary grades; how parents can help; muscle development; speech habits; reading skills; writing skills; and mathematics. Teacher and parent activities are included, as well as take-home sheets that can be duplicated.

Weinstein, C. *While You're At It: 200 Ways to Help Your Child Learn While You Do Everyday Work*. Jericho, New York: Nassau County Board of Cooperative Educational Services, 1972. ED 114 167. Address: Ann Anderson, Reston Publishing, 11480 Sunset Hills Road, Reston, Virginia 22090 (Paper $9.95).

A series of 200 index cards divided into six sections: "Helper" cards—hints on handling behaviors such as whining, jealousy, and fighting; "While You Work" cards—activities for child while parents do household jobs such as weighing objects of bathroom scales while parents clean the bathroom; "Waiting Game" cards—activities for Doctor's office or during car rides; "Outdoor" cards—activities for yard or sidewalk; "Making Things" cards—games and toys to make from scraps; and "Special Time" cards—such as flashlight games and quiet games for nonsleepers.

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Bagner, C. Neal and Brown, Arlene W. "Mothers Learn to Teach Their Own Children," *Phi Delta Kappan*, February, 1977.

Research project by Miami of Ohio with its aim as "the development of the children's intellectual growth." Mothers received instruction in language development activities, teaching techniques, material construction, and child development. Training sessions were designed so parents would be proficient in using a technique after a one hour session. Parents planned activities for children with help from director. Children in control group did not interact with parents in 2½ hour session. Results show increase of 12 IQ pts on Peabody Picture Vocabulary as opposed to 2 IQ in control. Notes from professional literature include Schaefer, and Gordon.

Bamber, Chrissie. "Parents must help; Children must not lose." *Network*, Vol. 2, No. 4, February 1977. (NCCE [National Committee for Citizens in Education] 410 Wilde Lake Village, Columbia, Maryland 21044)

Parents included in planning for their handicapped children as results of Public Law 92-142—Education for All Handicapped Children Act. List of Children's Rights and Parents' Rights included.

Breiling, Annette. "Using Parents as Teaching Partners." *The Reading Teacher*, Vol. 30, No. 2, Nov. 1976, pages 187-182.

Helping parents to provide motivation, practice, and exposure to reading at home can have successful results at home and at school.

Nickodemeis, Nancy. "Influencing Reading Activities Throughout the Summer." *The Michian Reading Journal*, Vol. 10, No. 2, Spring 1976.

This article describes the Merrill Park Schools, Saginaw, Michigan summer reading program. Parents were invited to a Summer Fun Reading Workshop, a Book Fair was held, and a Trade-A-Book Day for all the students was organized. Children continued to read during the summer and parents were involved in the process. Evaluation by questionnaire to parents in the fall.

Rogers, Norma. "How Can I Get My Child Ready to Read?" An ERIC/CRIER & IRA Micromonograph, International Reading Association, Six Tyre Avenue, Neward, Del. 19711.

Rationale for providing many and varied appropriate activities in the home to foster normal development. Reading readiness begins at home. List of toys appropriate for various ages. Lists for developing good speech and language patterns, listening skills, visual skills, and social and emotional maturity, and intellectual skills. Above all reading to your child. Bibliography for additional reading on readiness.

Rogers, Norma. "What Books and Records Should I Get For My Preschooler?" AN ERIC/CRIER & IRA Micro-Monograph, International Reading Association, Six Tyre Avenue, Newark, Del. 19711

Rationale for offering literature and music to young children. Questions to answer in selection. List of age appropriate books and separate list of records. Good questions for thought and discussion concerning availability of resources.